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ABSTRACT

Developed for use by state vocational personnel, this integrated planning package contains five sections describing activities that combine to form a unified system for effective planning of vocational programs for American Indian populations. The first section introduces the package, overviews the other sections, discusses state agency involvement and responsibility, presents three alternative organizational structures, and provides a (one-year) time frame. The emphasis of section 2 is on integrating the Indian population into the total state plan. It provides information on four areas: potential problem areas, potential matching funds, suggested activities for inclusion in state plans, and procedures for participating in state-funded programs. Developing a communication network between and among state vocational education agencies, local vocational education programs, and Indian populations is the subject of section 3. Section 4 recommends procedures to guide a state vocational agency in planning, implementing, and utilizing a needs assessment. Topics include steering committees, survey team, community survey, publicity, and survey instruments. (Sample surveys are provided.) Abstracts of successful vocational programs are included in section 5 to assist in the development of programs that specifically address Indian population needs. In-depth studies on seven of these programs provide additional information on program curriculum, financing, staffing, planning, and implementation. (YLB)

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Research and Development Series No. 183

EXTENDING THE BENEFITS OF VOCATIONAL EDUCATION TO INDIAN POPULATIONS*

INTEGRATED PLANNING PACKAGE

prepared by

Carol J. Minugh
Miller R. Tiger

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Columbus, Ohio 43210

1980

*The terms Native American, American Indian, and Indian are used interchangeably in this document and indicate all Native Americans: Hawaiian, Alaskan, and American Indian populations.

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FOREWORD

Planning is an essential ingredient to success. Research shows that an activity's degree of success will vary in direct proportion to the quality and extent of planning that preceded the activity.

American Indians have not received the full benefits of vocational education programs—benefits which they should expect and from which they could profit. To a large degree, this has been due to a lack of adequate planning on the part of those responsible for program development, implementation, and evaluation.

Essential ingredients to the planning include the participation of all interested parties, facilities through which the parties can exchange ideas and needs, and a format by which the ideas can be transformed into goals, objectives, and procedures.

The integrated Planning Package focuses on the planning process and its use will reap benefits to American Indians through new programs of vocational education.

This project has involved many different people who have shared their wisdom with project staff to achieve this final product. The following pages identify individuals who have directly contributed to the project. The Consultant Committee was essential to the content, form, and adaptability of the package. Without their candid criticism and assistance, this package would not have been possible.

There are many more who have contributed indirectly through the pilot testing process. We wish to thank each of you who have participated in local and state meetings which were a major source of information.

Special thanks are due to Ernie Bighorn who provided valuable assistance in the state planning section of this package, the National Center staff, Nelson Cordova, Robert Roerich, and Richard Wells who assisted with the development of the package, Dallas Ator for the support and direction he gave to project staff, and Debbie Murray, project secretary. Thanks are also due to Daniel C. Fahrlander for his professional influence on the project.

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INTRODUCTION TO THE INTEGRATED PLANNING PACKAGE

The Integrated Planning Package is a collection of five different and independent activities, which when interwoven become a unified system to accomplish a specific goal.

This Integrated Planning Package was developed in order to provide ways and means of meeting the following overriding goals:

- To include American Indians in the individual state plans
- To build communication between and among American Indian populations and vocational educators at local, state, and national levels
- To obtain information on the vocational education needs of American Indians
- To develop relevant vocational education programs for American Indians

All of the above fall under the category of extending the benefits of vocational education to Indian populations through state vocational agencies.

In order to do this, the package includes four sections in addition to this introductory section. These are:

- State Plans
- Communication Network
- Needs Assessment
- Exemplary Programs

This package was developed for use by state vocational personnel. This fact should in no way limit its usage. The materials contained in the package were designed to be adaptable.

It is recommended that managers of vocational education take advantage of opportunities at all levels, and that any agency utilize this document as a "door opener" or as a working frame of reference to do so. The package is in no way all encompassing and is neither comprehensive or authoritative. *The purpose is to assist in extending the benefits of vocational education to Indian Populations.*

MISCONCEPTIONS–PROTOCOL–REALITIES

Before introducing the specific sections of this package, there are some basic misconceptions, protocol, and realities which need to be reviewed. This will assist all parties involved in the planning process to become aware of situations which bring about needless conflict and misunderstanding.

It appears to be an inescapable fact that Native American communities and communities of the dominant culture are mutually dependent on and also independent of each other. This paradoxical situation has historically been fraught with dissension, mistrust, and unpleasant confrontation. This planning package can be a tool for dissolving such past nonproductive situations and an instrument for promoting quality vocational education, productive educational planning, and an overall increase of participation by Native Americans in vocational education.

Due to the delicate nature of past human relationship failings, we are introducing this section with a short listing of some of the dangerous misconceptions, plain common sense protocol factors, and experience-based realities that might be helpful to both Native American representatives and state level administrators. They are submitted for consideration purposes only.

Some misconceptions which need to be dispelled or reexamined :

Misconception No. 1

All state departments and/or Indian communities respond in a fixed and predictable manner.

Misconception No. 2

One or several unsuccessful attempts to communicate, to build vocational education programs, to coordinate resources, and to increase participation and support justifies a "don't care" attitude, style of management, or rigidly militant behavior pattern.

Misconception No. 3

Native American communities, due to their eligibility for special funding assistance, are not eligible for state level technical assistance, basic grant funding, and services regularly performed by state level personnel.

Misconception No. 4

Verbal complaints will suffice to get state level technical assistance and increased accountability.

Some suggestions for protocol which will bring about better relationships:

Protocol No. 1

Honor the constraints of each other! There are contextual influences on behavior as well as those behaviors stemming from the individual.

Protocol No. 2

Human imperfections rub off on organizations. Keep a clear distinction as to which belong to individually imposed situations and problems which can be overcome by improvement in the organization itself.

Protocol No. 3

As long as the "defensive team" is on the field, there will probably be no scoring. Often when approaching each other, there is a tendency to defend or justify past behavior.

Protocol No. 4

All jokes are not funny! Laugh with people, not at them. Many "jokes" carry meanings unknown to the teller of the joke.

Protocol No. 5

Attempt communication that fosters "we" rather than "they" or "you people." Anything that builds a wall and separates groups or individuals has the potential of breaking down communication.

Protocol No. 6

Beware of responding to the literal content of the communication. Seek out the meaning, the direction, the intent, and the context out of which the statement or communication sprang. Words are treacherous; each of us tend to use symbolism to interpret what we hear. We give meaning to the messages we receive primarily based upon our values, and our most pressing priorities. Before conclusions are reached, one should attempt to see statements in their total context including recognition of different meanings to different people on different levels of responsibilities.

Protocol No. 7

Life and a firm reality base come in "wholes." Don't be trapped into an either/or side of an issue. A coin always has two sides. Be an advocate; one goal of the true educator includes the enlargement of perspectives through creative tension filled exchange and communication.

Protocol No. 8

The use of "esoteric" or "in-group" language in the presence of the uninitiated (one who does not understand) is the sign of insensitivity. A corollary protocol is, don't expect a group or person to tolerate any behavior in the insensitive category: Inequity, Inadequacy, Injustice, and Insensitivity!

☺ IN OUR INTERACTION, IT IS NOT SO MUCH WHERE WE ARE GOING WHICH WILL BRING CREDIBILITY, AS IT IS WHERE WE ARE COMING FROM.

Some basic realities to observe prior to and during interactions:

Reality No. 1

State departments of education must satisfy the following kinds of constraints before they can make decisions and take action:

- Budgetary
- Fiscal Year
- Sex Fairness
- Political
- Interagency
- Intra-agency
- Professional
- Civil Rights
- Federal Level Compliance
- Annual and 5-year Priorities
- Professional Organizations
- Program Maintenance vs. Program Improvement

Reality No. 2 (Constraints—Native American Community)

Many Indian communities and particularly their schools are plagued with the following conditions and constraints:

- Rapid turnover of the school administrative leadership
- Rapid turnover of the teacher personnel
- Long delays on repair of vitally needed instructional equipment
- *Lack of adequate* surrounding *community resources* that are related to providing substitute facilities
- Shortage of Native American professionals and staff with experience in many of the planning and program development areas
- *Limited economic conditions and opportunities*
- Rural location, physical isolation, and other geographically-related factors
- Bilingual-related difficulties for younger students
- Shared responsibilities for education among the formal tribe itself, the Bureau of Indian Affairs, the state department of education, the local education agency (both public school and BIA) administrators
- Inadequate communication networks for parents and lay citizens

Reality No. 3

There must be positive communication between the state level education administration and representatives from the Native American community. This communication can create a better understanding with cooperation in obtaining a common vocational education goal.

OVERVIEW OF PROJECT DEVELOPMENT

To extend the benefits of vocational education to Indian populations by increasing their participation in services available through state vocational agencies requires deliberate and effective planning. The four areas addressed in this package provide a working base from which this planning can emanate.

Fundamental requirements for this planning have been developed through pilot project and Consultant Committee activities in addition to a literature review of other studies and projects which are relevant to the specific areas of the project.

The pilot sites included in this study were:

- Fort Belknap Reservation, Montana
- Gila River Reservation, Arizona
- McCurtain County, Oklahoma, rural non reservation
- Minneapolis, Minnesota, Urban non reservation
- Quinault Reservation, Washington
- Turtle Mountain Reservation, North Dakota

The State Plans section of the package was developed by reviewing various state plans and working with the representatives of the state vocational agencies which have specific examples of ways and means to insure opportunities for participation for Indian people. The problem areas were identified and recommendations were developed to deal with these problem areas.

The Communication Network was developed through a process of establishing linkages in each of the six pilot states. The Needs Assessment section was developed through identifying common vocational education concerns (see Generic Questions, Needs Assessment page 66) throughout the six pilot sites and by developing the needs assessment instruments based upon those concerns. The procedures (literature search) and working with the pilot sites and pilot site representatives to develop workable plans and procedures which could be adapted to diverse Indian communities.

The Exemplary Programs section was developed by identifying vocational education programs serving Indian people. These programs were nominated by various people (educators, as well as others) through the inclusion of a nomination form in the project publication, *Focus*. Each of the programs nominated, which met the criteria for "exemplary," were written up in abstract form and included in this section. Seven of these were chosen for in-depth analysis to provide the basis for the program development recommendations contained in this section.

A major emphasis of this Integrated Planning Package is to insure local involvement in the education process.

PLANNING

The possibility of reaching the significant goal of increasing the participation in vocational education by Native Americans will be considerably enhanced by deliberate and effective planning. Some of the fundamental initial requirements then for planning as it relates to Native Americans increasing their participation in vocational education would be:

Workability— Will the implementation of the plan be possible?

Relevancy—Does it make sense in the light of existing conditions and needs, both long and short range?

Delineation of Responsibilities—Does someone have responsibility for management of the plan?

Support— Are resources available in the form of facilities, personnel, time, and funding?

Actualization—Who will actually implement the plan?

Evaluation—Are there built-in mechanisms for data collection in order to ascertain that the plan as well as the existing programs are accountable and making an impact?

The six items listed are essential considerations in planning to serve Indian populations as well as in the development of appropriate and effective programs.

State and local vocational educators and administrators must assume the serious responsibility for the effective management of vocational education programs for Native Americans. This package will serve as the initial step toward such responsible management in that it provides a tool whereby:

- State plans include vocational education for Indian populations
- Communications and liaison networks are established
- The vocational education needs are made clear
- Programs are developed to meet the needs of local Indian communities

To bring about effective planning of vocational programs for Indian populations, four areas to be considered are included in this package. All of the procedures are integrated so that they may fit into one years' activities when developing a plan. The following is an overview of the four sections: State Plans, Communication Network, Needs Assessment, and Exemplary Programs.

State Plans

This section of the package contains information which should assist both state and local vocational educators to improve vocational opportunities of Indian populations through state planning. The material is for use by state agency personnel as well as by Indian community vocational educators. The emphasis is on the Indian populations becoming an integral part of the overall state plan and not an addition to it. The process requires commitment at all levels—state and local vocational education agencies and the Indian community. Four distinct areas which are to be considered when integrating Indian populations into state plans are included. The first is to identify problem areas within the existing state plans. A listing of possible areas of inclusion is provided. A major problem in providing vocational funds to Indian tribes and organizations has been the absence of local matching funds. The second area addresses this and provides information on funding sources which can be used to match federal vocational education monies. The third area addressed is methods by which Indian populations may insure participation in the development of the state plan. The final area is a suggested procedural guide for Indian populations to assist their participation in state vocational programs.

The emphasis of this section is on integrating the Indian population into the total state plan. A separate, alternative plan which addressed Indian populations was carefully considered and discarded due to the objections of state agency personnel as well as of Indian people.

Communication Network

This planning package addresses communication between state vocational agencies, local education agencies, and Indian communities. It is important to realize that in the complexity of the education as delivered to Indian people, there are many additional considerations. This must be kept in mind if the package is to accomplish its purpose. Some of the considerations are:

- The state director of vocational education does not have total or complete jurisdiction over all of the education resources, facilities, and policies that affect Native Americans. Therefore, a high priority should be given to achieving satisfactory interface and communication among those agencies, organizations, and groups intimately concerned with the education and welfare of the Native American. An environment that permits cooperative planning and implementation of meaningful vocational programs is needed.
- Interagency cooperation is largely crisis oriented. Agencies tend to protect their own turf.
- Goals may become obscured when the outcomes are not agreed upon by all parties.
- The hierarchical administration of funding arrangements have produced a negative type of interface which has some advantages, but more disadvantages.
- A comprehensive plan for communication which takes into consideration all vocational education services available must be developed. This plan should be revised annually and made available to all education agencies concerned.

Needs Assessment

This section of the package contains recommended procedures to guide a state vocational agency to plan, implement, and utilize a needs assessment. To supplement the procedures, the user is supplied with a systemmatic method of collecting data. This method includes sample surveys based on information collected from the pilot sites involved in the development of this planning package (see Needs Assessment section, pages 41–62). Throughout the package the importance of collaborative efforts involving Indian populations, local education agencies, and state vocational agencies is emphasized. While this section was developed specifically for state vocational agencies, it may be used by other agencies involved in vocational education needs assessments.

There are several critical questions which need to be addressed at the onset of the needs assessment process. Some of these questions are:

What resources are available: human, financial, and physical? It is important to identify these resources as soon as possible. Most of the decisions about the needs assessment process will be made according to these limitations and constraints.

What specific questions need answering through this needs assessment? Can these questions be answered by using existing data, or a combination of existing data and new data to be obtained from the assessment? With this information, the task will be a great deal easier and will maximize the use of resources.

What will happen to the data after it is collected? Plan for the use of all data collected and identify a specific use for particular information. The information may be interesting, but not necessarily useful. In addition, determine what type of report will be written and where and in what form it will be kept. It is possible that another study will be needed in the future. This initial study will provide a good starting place as well as provide comparative information.

Exemplary Programs

Abstracts of successful vocational programs are included in this section to assist in program development which specifically addresses the needs of Indian populations. Indepth studies on seven of these programs also appear here as they give additional information on program curriculum, financing, staffing, planning, and implementation. These studies and abstracts should be helpful to planners developing new programs, especially since service to Indian people who are often geographically, socially, and economically isolated requires special financing, staffing, and programming.

STATE AGENCY INVOLVEMENT AND RESPONSIBILITY

Under the 1976 amendments to the *Vocational Education Act of 1976,* Section 2301 entitled "Congressional Declaration of Purpose," it is stated that the purpose of this Act is to assist state education agencies "so that persons of all ages in all communities of the state . . . will have ready access to vocational training or retraining . . . which is suited to their needs, interests and abilities."

American Indians have unique vocational training needs. These training needs are often different from the identified training needs of other populations within the same state. These differences are evidenced in several significant areas such as language, very close and dependent family units, continued tribal cohesion which is closely related and dependent upon a land base, and geographic location which are often isolated from population centers. These four factors, along with other subtle differences which are not so evident, are persistent obstacles which have made it difficult for state vocational education agencies to adequately address the needs, interests, and concerns of Indian people.

This planning package will assist state vocational personnel in being responsive to these unique needs. The initial steps in bringing about a productive working relationship follow. The selection of a state advocate and organizational structure are necessary to the implementation of the procedures set forth in each section of this package.

Selection of State Advocate

The selection of a person who is employed at the state vocational agency to act as an advocate for Indian vocational education is crucial to the implementation of the planning package. The state director of vocational education should select a person who knows the management and operations of the state agency and is sensitive and objective towards the needs of Indian communities. The state advocate is to act as:

1. The individual in the state vocational education agency responsible for building a communication network (See additional involvement in State Planning, Needs Assessment, and Exemplary Programs sections of this package.)

2. The contact person within the state agency to provide for a systematic flow of information to and from Indian people and communities

3. The designated person who has the responsibility of understanding differences between the education systems which are a part of the Indian communities

Criteria for Selection of the State Advocate

1. Knowledge of management and operations of state vocational education agency
2. Sensitive and objective to the needs and problems of Indian communities
3. Presently employed by state vocational education agency
4. Must be available to spend allocated time working specifically towards the goals of extending the benefits of vocational education to Indian populations

State Advocate's Tasks

1. Perform specified activities outlined in suggested procedures for establishing a communication network between Indian communities, local education agencies, and the state vocational education agency
2. Perform specified activities outlined in suggested needs assessment procedures
3. Perform specified activities outlined in suggested integrated state plan development
4. Perform specified activities outlined in suggested procedures for local program planning

Identification of Indian Tribes, Communities, and Their Respective Local Education Agencies

Compile a list of all Indian reservations, communities, and other identifiable Indian populations. Identify the secondary and postsecondary institutions which provide vocational education to these populations. These lists should include the following information:

1. Names of all Indian reservations, tribes, communities, and/or organizations in the state
2. Names of the respective local education agencies (public, private, BIA, mission, tribal schools)
3. Addresses of the above
4. Phone numbers of the above
5. Contact persons for the above

The information can be obtained from:

1. BIA agencies
2. Tribal agencies
3. Local Indian organizations
4. State Indian representatives (i.e., governor's advisor)

ORGANIZATIONAL STRUCTURE

The necessity for approaching this planning process cannot be overemphasized. Careful consideration must be given to assuring that the opportunity for participation in state vocational activities is offered to all Indian communities within the state. The following are three alternative organizational structures which, if followed, will encourage statewide participation.

I. A Statewide Indian Task Force

Many states already have functioning statewide Indian advisory committees. It may be helpful to use an existing organizational structure rather than try to establish a whole new one. It is important to contact such a committee and enlist their aid regardless of the extent of involvement this committee may have in this planning process.

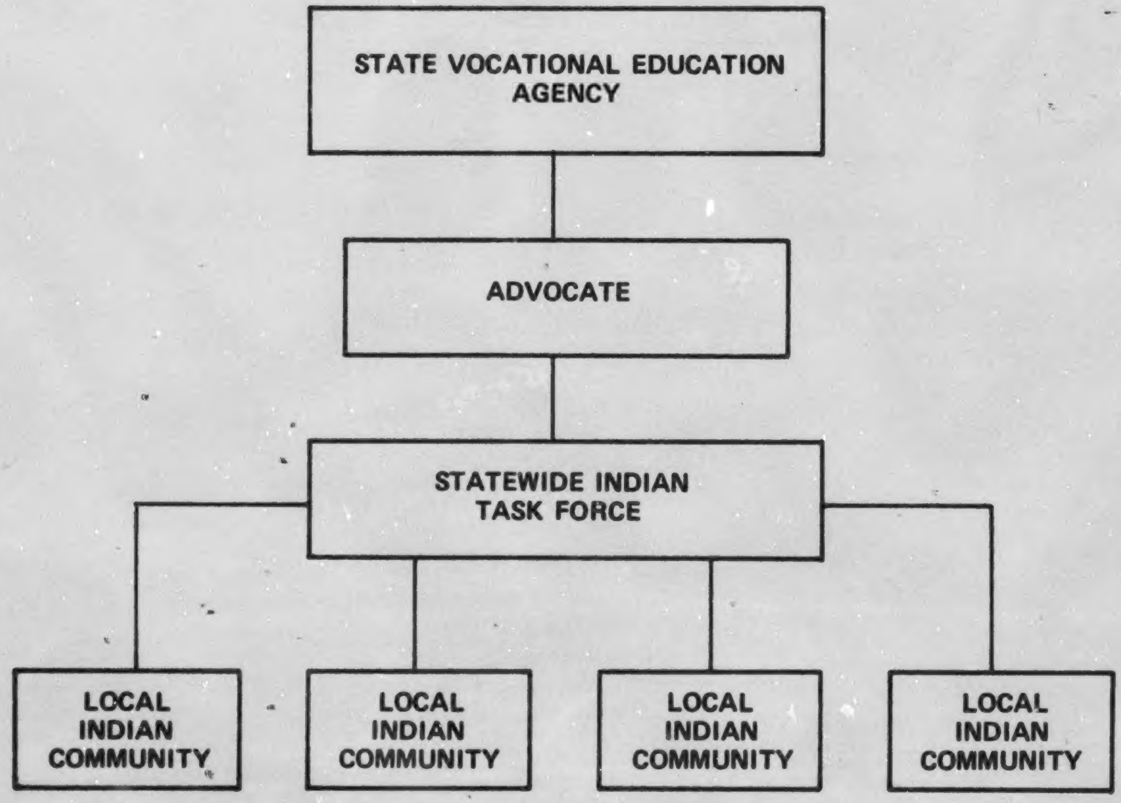
In the absence of a statewide Indian advisory committee identify American Indians who have an active interest in vocational education in the state or non-Indians who are appointed or selected by Indian tribes or organizations to serve on the task force. While this group should be kept small (seven to twelve members), careful planning will insure representation of most Indian populations within the state.

A statewide task force limits the number of active participants and increases the possibility of alienating those who might feel that the task force members do not accurately reflect their views. In addition, many Indian people are automatically suspicious of any state organization, even if the membership is all Indian.

Questions to Ask When Establishing a Statewide Indian Task Force.

1. Does a similar committee already exist within the state? If yes, use it.
2. How many different Indian political and social entities exist within the state? A large number may make it difficult to achieve a proportionate representation.
3. Do the different Indian tribes generally cooperate with each other? If not, it may be better to work with each community separately.
4. What is the percentage of the reservation/non reservation and/or urban Indian population? If the Indian population is dispersed and largely urban, it may be necessary to use a statewide committee.

ORGANIZATIONAL STRUCTURE FOR A STATEWIDE INDIAN TASK FORCE


STATE VOCATIONAL EDUCATION AGENCY
ADVOCATE
STATEWIDE INDIAN TASK FORCE
LOCAL INDIAN COMMUNITY
LOCAL INDIAN COMMUNITY
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LOCAL INDIAN COMMUNITY

II. A State-Designated Indian Liaison

The organizational structure described here is a state-designated Indian liaison, a person who is knowledgeable and familiar with Indian communities in the state and is generally accepted by Indian communities as having some authority. Again, this person may already exist within some state agency and should be used if possible.

If no such person exits or is available, solicit nominations from the list of contact persons (see this section, page 10). Before selecting a state liaison, make sure that there are no serious objections to the apparent best choice. This can be done by verifying the choice with known and respected Indian leaders.

State-Designated Indian Liaison Responsibilities. The liaison person is responsible for setting up meetings and committees in each of the Indian communities. This person will also have the responsibility for maintaining communication with the local communities and assisting with the needs assessment and the development of local and state plans.

Questions to Ask When Using State-Designated Indian Liaison.

1. Does a person already exist within the state agencies and is that person available? If so, use that person.
2. Is there a large urban Indian population in the state? Many urban Indian populations are not represented by a single organization and may be difficult to locate.
3. How much time does the state representative have to devote to these activities? If very little time is allowed, it may be best to function with a liaison.

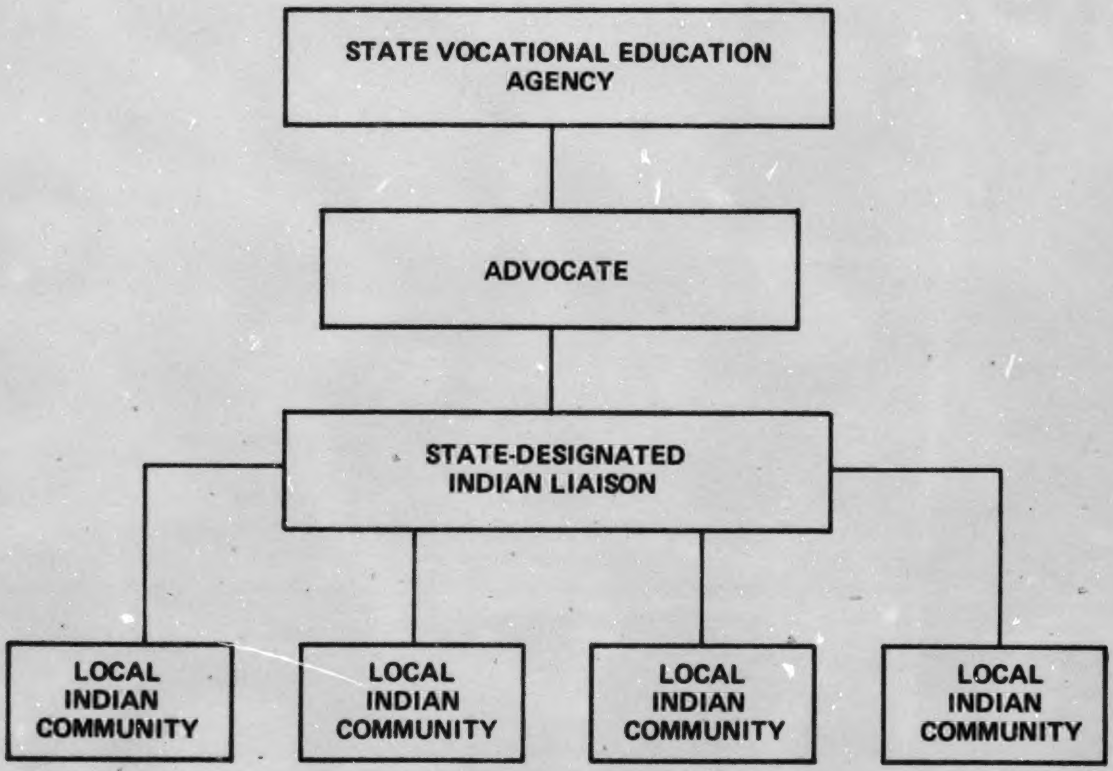
III. Local Community Representatives

The third alternative network design is one in which each local Indian community selects one person to work with the state vocational education agency representative. The strength of this network is that it not only allows each Indian community some representation, but it also gives the state representative a contact within each Indian community. In using this design, the state representative and the local representative should develop a program where the local representative spends time learning how the state vocational education agency operates and inversely, the state representative should spend time learning about the local Indian community.

Local Community Representative Responsibilities.

1. Study the services available, operations, and limitations of the state vocational education agency.
2. Communicate regularly with the state.
3. Assist the state representative in setting up meetings and committees in the local community.

ORGANIZATIONAL STRUCTURE
FOR
STATE-DESIGNATED INDIAN LIAISON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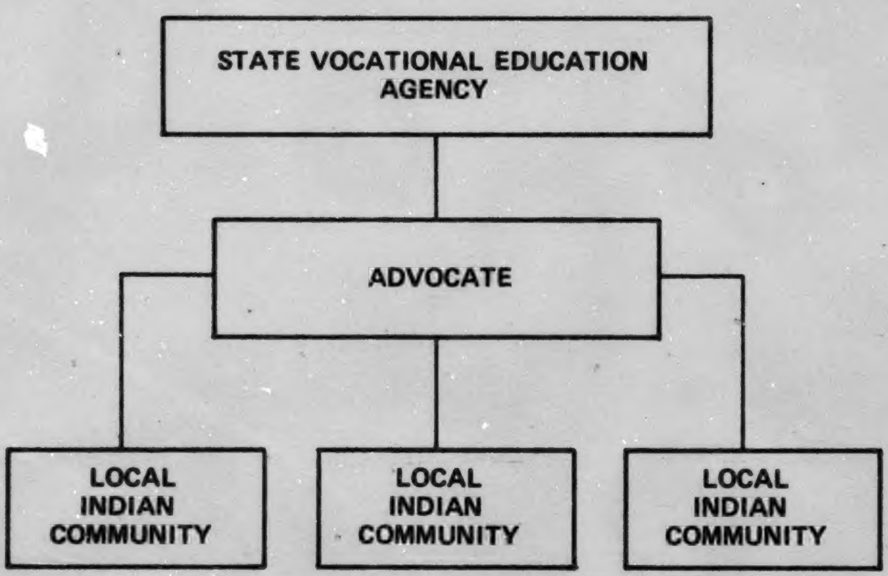
ORGANIZATIONAL STRUCTURE
FOR
LOCAL INDIAN COMMUNITY REPRESENTATIVE


STATE VOCATIONAL EDUCATION AGENCY
ADVOCATE
LOCAL INDIAN COMMUNITY
LOCAL INDIAN COMMUNITY
LOCAL INDIAN COMMUNITY

Questions to Ask When Using Local Community Representatives.

1. Are most Indian communities in the state represented by some organization or group? If not, it may be difficult to establish a local representative in some communities.
2. Have the Indian political entities generally cooperated in other state activities? If not, they may not agree to select a local representative.
3. Does the state representative have adequate time to work with several different local representatives? If not, people may eventually become disenchanted with any proposed activities.

GOALS AND OBJECTIVES OF THE PLANNING PACKAGE

With the designation of an advocate within the state agency, it is crucial that the state agency establish a tentative list of goals and objectives which are the responsibility of the advocate to promote and bring to fruition. These goals and objectives will be revised and/or validated during the implementation of the planning process.

Tentative dates for accomplishing the objectives need to be established (see Time Frame, this section, page 17 for scheduling). The goals and objectives are subject to review and revision as the planning package is implemented in the state and/or local community.

Goal I: To Improve Communication Between Indian Populations, Local Education Agencies, and the State Vocational Education Agency

Objectives

1. Develop strategies for establishing a communication network by ____(month, year).____
2. Validate strategies with Indian community representative and local board of education.
3. After all strategies have been initiated, evaluate the effectiveness of the plans and revise, if necessary.

Goal II: To Determine the Vocational Needs, Interests, and Resources of Indian Populations in the State

Objectives

1. Validate or modify needs assessment instruments by ____(month, year).____
2. Determine optimum number and location of Indian communities to be assessed.

3. Conduct needs assessment on determined communities by ____(month, year).____

4. Complete analysis of needs assessment data by ____(month, year).____

Goal III: To Assure That the Needs and Interests of Indian Populations are Addressed by Local and State Vocatioinal Education Plans

Objectives

1. Assist local education agencies in developing plans according to the determined needs of Indian communities.

2. Develop goals and objectives to be included in the state plan for vocational education.

TIME FRAME

It is assumed that both local and state vocational administrators (as well as local community members) will consider seriously the present unemployment, underemployment, and poverty of the Indian communities. Preparation for the management of the plan must be a consideratioin. To develop a comprehensive plan is only the first step. This must be followed by carefully monitoring the plan.

When using this package, it is important to recognize that each section is necessary to the success of the rest of the package. The major activities which are organized on a twelve (12) month time frame must be accomplished accordingly in order to fully benefit from this package. The needs assessment is dependent upon the communication activities being completed, the state planning cannot be completed unless the communication, needs analysis, and the state planning activities are accomplished. The following chart provides assistance in planning to use the procedures and activities contained in this package.

TIME FRAME—INTEGRATED PLANNING PACKAGE

TIME-MONTHS

ACTIVITY		1	2	3	4	5	6	7	8	9	10	11	12	
1.0	– STATE PLANNING													
1.1				Problem identification										
1.2					Resource Identification									
1.3														Revise plan and submit to Federal Government
1.4														Public Hearings
2.0	–ESTABLISH COMMUNICATIONS													
2.1			Establish statewide committee											
2.2				Establish objectives and procedures										
2.3														Provide long-term contract and interest
3.0	– LOCAL NEEDS ANALYSIS													
3.1			Establish local committee											
3.2				Establish objectives and procedures										
3.3						Conduct survey								
3.4							Tabulate and report							
3.5								Submit for inclusion in local plan						
4.0	– INDIAN COMMUNITY PROGRAM PLANNING													
4.1								Input from needs assessment						
4.2									Write plan					
4.3										Submit to state				

INTRODUCTION TO STATE PLANS

State plans are the focal point for coordination of all planning in vocational education. They serve strategic and management control purposes which consider local, state, and national perspectives and priorities. Long range (Five-year) and annual plans are required by federal legislation (PL 94-482).

This section of the Integrated Planning Package was developed to assist state vocational agency personnel to include consideration of Indian populations in the state plan for vocational education. To accomplish this end, it is required that state planners become aware of conditions contained in the existing plan which tend to exclude or discourage Indian populations from participating. When these conditions exist, state plans need to be revised to include access for the unique educational structures/organizations found within the Indian tribes and organizations.

Information which would assist state planners to identify these conditions as well as specific activities which will lead to including Indian populations in state plans are included in this section. The four areas covered are:

- Potential Problem Areas
- Potential Matching Funds
- Suggested Activities for Inclusion in State Plans
- Procedures for Participating in State-Funded Programs

It must be emphasized that while the items included in this section are vitally important, the information is not all inclusive and state planners should expand upon the activities and considerations addressed in a way that meets the state level needs in dealing with vocational education program planning for Indian populations.

The intent of this section is to stimulate the inclusion of Indian vocational education in state plans and to assist state departments of education with activities for those inclusions.

POTENTIAL PROBLEM AREAS

The following items are recommended for consideration and utilization by state planners when attempting to include Indian participation in state-funded vocational education programs.

Demographic Data

Existing data is generally inadequate to provide the information necessary for full inclusion of Indian vocational education into state plans. State planners need to collect data from Indian sources. Some possible sources are:

- Tribal Membership Roles
- Bureau of Indian Affairs Employment Assistance Reports
- Bureau of Indian Affairs Regional Annual Reports
- Needs Assessments conducted by cooperative efforts between the state and tribes
- Tribal Five-Year Reports
- Tribal Annual Reports
- Tribal Planning Reports

Eligibility

Existing state plans may include requirements which tend to exclude Indian populations from participating in state-funded vocational education programs. Federal legislation states, "The state board shall also assure that students served by Indian tribal organizations . . . shall be afforded the opportunity to participate in vocational education programs administered by the state." PL 94-482. Careful review of the plans should reveal this problem if it exists.

Procedures

Current procedures and processes to access state funding for vocational education may not be appropriate or adaptable to Indian tribes and organizations use. An alternative for state planners to consider for maximum Indian participation is to develop procedures and processes which include provisions for access by Indian tribes and organizations.

The relationships between Indian tribal governments and state vocational education agencies must be clearly identified and documented including communication procedures, access to funding and commitments to high quality vocational education programs.

Constraints

Mutual constraints of the state agency and the Indian tribe or organization must be recognized and provisions made for working within these (see Introduction, page 4. Realities 1 and 2). Negotiable constraints should also be identified and meaningful contractual arrangements should be formulated so that both parties are aware of the context in which each will be working.

Unique Considerations

The economic, labor, and educational profiles of Indian reservations or populations is often different than those situations found in the mainstream of the populations within a state. Provisions need to be made in a state plan to recognize these differences and to provide appropriate and relevant vocational education programs.

Training Needs

State planners should consider the training needs of entire Indian populations within the state and set priorities accordingly. Examples of these needs are:

- Student support services
- Skill training
- Facilities
- Program planning and development (certification)
- Teacher development (certification and inservice needs)
- Vocational youth group activities

Comprehensive Planning

To develop a comprehensive state plan for providing vocational education to Indian populations (urban, rural, and reservation), additional, pertinent information and sensitivity to unique differences should be identified. The following strategies will assist state planners to develop comprehensive plans:

- Involve Indian people in the state planning process.
- Keep all tribes and Indian organizations within the state informed of the plans and solicit their input.
- Validate the plan with representatives of Indian populations to determine whether or not vocational provisions in the state plan will address Indian vocational needs appropriately.

POTENTIAL MATCHING FUNDS

Vocational education programs which are supported by state administered federal dollars usually require an equivalency from local sources. Indian groups have access to specific federal funds which can be used for matching the state-administered federal monies. These resources are available only to Indian organizations and tribes who meet the criteria for funding under PL 93-638. Information and procedures for use of these funds are included in this package.

Federal funds available under PL 94-482, Section 110 and expended for vocational education programs serving identified disadvantaged persons on Indian reservations are available for matching with specified funds made available to Indian tribal organizations.

Three sources of funds available to Indian tribal organizations which can be used as matching funds for vocational programs are:

- Pub. L. 93-638, Section 104 (c)
- Pub. L. 93-638, Section 107
- Indian monies, Proceeds of Labor (IMPL)

Pub. L. 93-638, Section 104 (c)

The Indian Self-Determination and Education Assistance Act, Pub. L. 93-638, Section 104 (c):

The provisions of any other Act notwithstanding, and funds made available to a tribal organization under grants pursuant to this section may be used as matching shares for any other Federal grant programs which contribute to the purposes for which grants under this section are made.

Vocational education funds for Indian populations may be matched by grants under Section 104, Indian Self-Determination and Education Assistance Act, to the extent that the programs so funded are for the types of purposes described in Section 104 as follows:

1. the strengthening or improvement of tribal government (including, but not limited to, the development, improvement, and administration of planning, financial management, or merit personnel systems; the improvement of tribally funded programs or activities; or the development, construction, improvement, maintenance, preservation, or operation of tribal facilities or resources);

2. the planning, training, evaluation of other activities designed to improve the capacity of a tribal organization to enter into a contract or contracts pursuant to section 102 of this Act (to carry out programs of the Department of the Interior) and the additional costs associated with the initial years of operation under such a contract or contracts;

3. the acquisition of land in connection with items 1 and 2 above: provided, that in the case of land within reservation boundaries of which adjoins on at least two sides lands held in trust by the United States for the tribe or for individual Indians, the Secretary of the Interior (upon request of the tribe) acquire such land in trust for the tribe; or

4. the planning, designing, monitoring, and evaluating of Federal programs serving the tribe.

Pub. L. 93-683, Section 107

The following information was taken from a letter from LeRoy H. Swenson, Assistant Regional Commissioner of Adult and Occupation Education, Department of Health, Education, and Welfare, November 22, 1977.

The Secretary of Health, Education, and Welfare may, in accordance with regulations adopted pursuant to section 107 of this Act, make grants to any Indian tribe or tribal organization for:

1. the development, construction, operation, provision, or maintenance of adequate health facilities or services including the training of personnel for such work, from funds appropriated to the Indian Health Service for Indian health services or Indian health facilities; or

2. planning, training, evaluation, or other activities designed to improve the capacity of a tribal organization to enter into a contract or contracts pursuant to Section 103 of this Act (to carry out programs of the Indian Health Service).

Indian Monies, Proceeds of Labor (IMPL)

Another source which may be used as matching funds for vocational education resources administered by states is use of "Indian Monies, Proceeds of Labor" (IMPL funds). A memorandum from the United States Department of the Interior, Bureau of Indian Affairs, 1977 affirms how IMPL funds can be used to supplement a contract or grant made pursuant to Section 104 of Pub. L. 93-638. The following are guidelines for using such funds:

1. IMPL funds derived from agencies of schools can be used to provide 100 percent funding of Pub. L. 93-638 contracts.

2. IMPL funds derived from Indian reservations are considered tribal trust funds and *cannot* be used to fund 100 percent of a Pub. L. 93-638 contract.

3. The making of Section 104, Pub. L. 93-638 grants and the use of IMPL funds are both discretionary with the Secretary of the Interior.

4. IMPL funds derived from Indian reservations can be used for virtually the same purposes as are Section 104, Pub. L. 93-638 grants.

5. IMPL funds cannot be granted. However, under the Secretary of the Interior's discretionary authority, IMPL funds can be used to supplement a Section 104, Pub. L. 93-638 project if the funds are disbursed by the Area Superintendent of the Bureau of Indian Affairs through regular procedures for handling IMPL funds or through a contract.

SUGGESTED ACTIVITIES FOR INCLUSION IN STATE PLANS

Federal legislation (Pub. L. 94-482, Title I, Part A) provides guidelines for the development of state plans. Contained within these guidelines are four provisions which enable local vocational education needs to be addressed in the plan. Provisions and suggested activities which will promote inclusion of vocational training needs of Indian tribes and organizations in state planning follow. These activities contribute to the accomplishment of Goal III (see Introduction, page 8) ". . . to assure that the needs and interests of Indian populations are addressed by local and state vocational education plans."

- The State Advisory Council on Vocational Education
  - Works to have qualified Indians appointed to the council
  - Encourages Indian people to work closely with the council

- State Planning Committee
  - Works to have representation by Indians on this committee

- Local Education Agency Plan
  - Provides information to the LEA on vocational education needs (results of needs assessment)
  - Attends local institution board meetings prepared to discuss the needs
  - Reviews the local plan to insure that needs of Indian populations have not been omitted.

- State Hearings
  - – Prepare a report based on a local needs assessment to be presented at these meetings (see Needs Assessment section)
  - – Assure that the Indian vocational leaders throughout the state are present at these meetings
  - – Prepare a report on the statewide vocational needs of Indian populations to be presented at the state hearings

Insuring Cooperation and Commitment

Cooperation and commitment are essential when the state advocate is working toward the systematic inclusion of Indian vocational education needs in the state plan.

Members of the organization described in the Introduction, page 1 would assist the advocate in carrying out the following objectives and activities.

1. Identify the Indian communities wishing to participate in state vocational programs. (Each community may feel differently about this.)

2. Identify areas in which local Indian government or education policy conflicts with the state plan. (Negotiate with the Indian authorities to resolve these conflicts.)

3. Secure temporary or terminal working agreements in cases where there are conflicts which are not resolved.

4. Work with local education agencies (BIA, contract, public, private) and other vocational programs (CETA, YEDPA, BIA, tribal) to establish cooperative arrangements in providing programs.

5. Establish communication, such as the network recommended in the Communication Network, pages 31–41.

6. Provide Indian vocational educators with information to take advantage of relevant services offered by the state vocational department. References are included in this section which provide information about programs and services which may be funded by the state agencies together with the specific reference and provides where more detailed information can be found in the Federal Register.

7. Provide the Indian community with information which would provide access to state vocational education funding, including information related to revising the state plan to insure inclusion for students who are served by Indian tribes and organizations.

   - Utilize state staff when planning vocational education programs.

   - Formulate suggestions from review of the current state plan. Specific areas for review are:

General Application—Consider the definition of eligible recipients. Does it exclude Indian populations? Try for inclusion of specific language authorizing Indian programs.
Maintenance of Effort and Matching Provisions—Are they acceptable or adaptable to meet Indian populations' needs?
Employment Data/Unemployment/Demographics—Have valid data available showing unemployment, employment opportunities, and related information. Try to keep Indian population data separate from other geopolitical units.
Review Goal/Priorities Statements—Are there references to target populations or activities? Try to get specific goals included that address Indian population needs.
Examine Teacher Certification, Facilities, Programs, and Accounting Requirements—If needed, develop suggestions on how the requirements can be modified.

- Make suggestions to state planners in writing with justification and logical arguments supporting each suggestion.

- Attend planning state council meetings and offer suggestions. Remember, resources are limited. While all desired funding may not be available, Indian input is essential to secure the greatest amount possible.

- All state plans must go through a hearing process for the purpose of oversight. Attend these hearings with prepared testimony stating what should be included in the plan and why. The state board may not agree with your recommendations, but they must be included in the state plan with the reasons why they were rejected.

- If there is dissatisfaction with the response, review the appeal procedures contained within the plan and consider other options.

8. Make this a long term commitment. Assign a state staff member with a specific percentage of their time assigned to assisting Indians in participation in the state plan.

9. Develop a working document which includes step-by-step procedures for Indian tribes and organizations to follow when seeking funding from the state vocational education agency. The intent of this procedural document should be to provide a step-by-step procedure of how Indian tribes and organizations may participate in vocational education programs funded through state vocational education agencies. States may need to revise the document so that it will reflect the procedures to be followed within the individual state. These procedures, when revised, should then be made available to the Indian tribes and organizations.

NOTE: Subpart 1, State Administration; 104.4 (f) (12), page(s) 53834, 53835--under heading: "Requirements for filing a general application." (i.e., "The State Board shall also assure that students served by Indian tribal organizations . . . shall be afforded the opportunity to participate in vocational education programs administered by the State.")

PROCEDURES FOR PARTICIPATING IN STATE-FUNDED PROGRAMS

The intent of this document is to provide a procedural guide on how Indian Tribes and organizations may participate in vocational education programs funded through state vocational education agencies. It is the agencies' policy that if training is needed for jobs on or near the reservation, every atttempt will be amde to conduct that training on the reservation, and every effort will be made to enroll individuals in existing programs.

It is the responsibility of the state vocational education agency to assure that each training program being offered meets the standards for employment as established in concert with employers. As a result, each proposed program must have as its objective provision of training that will teach the individual marketable skills.

Step One: Obtain Forms

State vocational agencies have procedures and application forms which must be followed for the development of an approved vocational training program or special vocational project. Contact the agency and obtain the correct form for the area of concern. Gain an understanding of the requirements and assistance available for the development of the application/proposal.

Step Two: Needs Assessment

The Indian tribe or organization will establish a need for the training program by conducting a survey of vocational interest employment opportunities and potential placement on or near the reservation or other unique opportunities for placement. This survey shall also identify the potential number of trainees for the programs.

Step Three: Develop a Proposal

The program initiator will take the need statements and develop the proposal in consort with other education agencies. (Assistance in the development of the proposal may be available.)

Some items to be included in the proposal are listed below. Be sure to follow directions on the forms obtained from the state office.

- What kind of training or support services will be offered? (Objectives)
- Length of training program.
- Number of students to be trained.
- Budget items such as salary, staff travel, equipment, supplies and any other items necessary to conduct the program. If equipment is being requested, it should be itemized. Any miscellaneous budget item(s) must be explained.
- Evaluation of the program. (Minimum evaluations must contain those elements stated in the state rules and regulations as well as the federal rules and regulations.)

Step Four: Tribal Approval

The proposal is then submitted for approval to the tribal governing body or equivalent organization in which the training is to take place. In the event that a training program is to take place on more than one reservation, the tribal business committee from each reservation must also approve the proposal.

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Step Five: Roles Defined

All cooperative efforts (CETA, BIA, tribal, state, institutional) must be thoroughly explained and specific responsibilities delineated to the satisfaction or agreement of all parties involved. These must be specified in the proposal.

Step Six: Local Education Agency Approval

If the program is to go through or be offered at a local school, college, or vocational training center, the approval of the institution is required.

Step Seven: Proposal Submitted

The proposal and program budget will then be submitted to the state vocational agency. The submission date shall comply with submission deadlines as stated in the rules and regulations obtained from the state in Step One.

PROGRAMS, FUNDING, AND SERVICES	AUTHORITY
In conjunction with the local vocational education public school existing programs—Native American communities may seek to give additional inputs via public hearings.	Federal Register, Oct 3, 1977 (a) . . . Subpart 1, 104.141 (f) (12) (b) . . . Subpart 1, 104.165(a) (b) (c) (c) . . . Subpart 1, 104.207 (a) (b) (c) (1) (2) (3)
Programs for the "disadvantaged."	Federal Register, Oct 3, 1977 Subpart 1, 104.313(a) (b) (c), p. 53841
Input into the State Board regarding the effectiveness of Vocational Education programs.	Federal Register. Oct 3. 1977 Subpart 1, Sec. 104.401, 402, 403, 404
Basic Grants monies for "regular" public school vocational education programs (see definition of "program" of vocational education and instruction on page 53865).	Federal Register, Oct 3, 1977 Subpart 2 (Basic Grants) see listing of fourteen (14) uses for basic grant funds
Special uses for "Basic Grant" funds include: Support Services for Women (see 104.602); Day Care Services for Students (104.612); and Displaced Homemakers (see 104.621).	Subpart 2 (a) Support Services for Women (104.602) (b) Day Care for Students (104.612) (c) Displaced Homemakers (104.621)
Research programs (applied and developmental in nature).	Subpart 3, 104.705
Exemplary and Innovative programs.	Subpart 3, 104.706 (see esp. (2)i, (3) (5) (6)
Vocational Guidance and Counseling	Subpart 3, 104.763
Curriculum Development	Subpart 3, 104.708(b) (2) (3), (c) (d) (e)
Vocational Education Personnel Training	Subpart 3, 104.771, 774 (b) (e)
Special Programs for Disadvantaged	Subpart 4, 104.802, 802, 803, 804(a) (b) (c) (d)
Consumer and Homemaking Programs	Subpart 5, 104.901, 902, 903, 904, 905, 906(a) (a) 2, 3
Commissioners Discretionary Funds	Part 105, Subparts 2, 3, 4, 5, (pages 53852-53862)

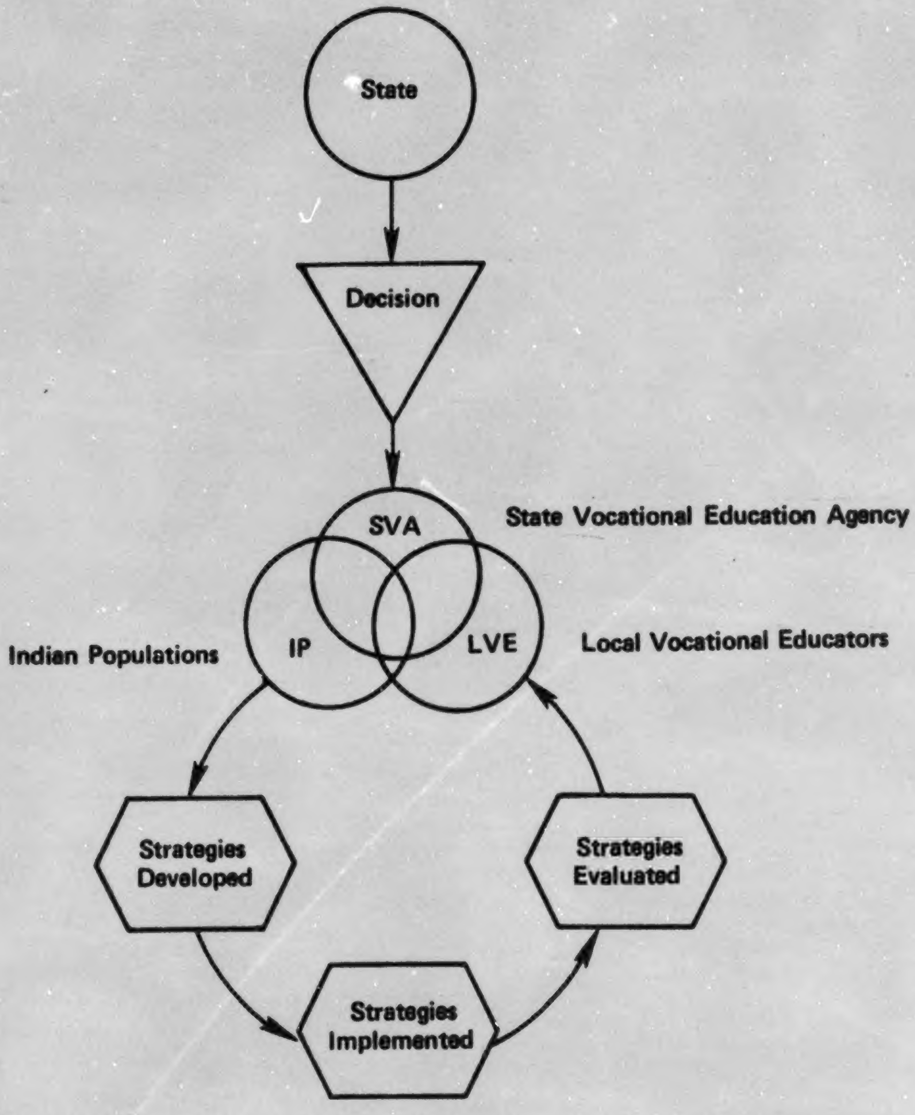
References

- Education Amendments 1976: Public Law 94-482 (U.S. Government Printing Office, Washington, D.C. 20402.)
- Federal Register, Vol. 42, No. 191—Monday October 3, 1977. (Copies available from U.S. Government Printing Office, Washington, D.C. 20402.)
- State plans, annual and five-year. (Contact state departments of education.)
- Local education agency annual plans for vocational education. (Contact local school administration offices.)
- General Education Provisions Act, Section 101(a) (1) (B): U.S.C., 2303.

INTRODUCTION TO COMMUNICATION NETWORK

A communication network is a linked information system with each link having a definite purpose, responsibility, and dependence on the interwoven system.

Developing a communication network between and among state vocational education agencies, local vocational education programs, and Indian populations is the subject of this section of the Integrated Planning Package. The state vocational agency (director) has the responsibility of initiating the communication. This communication network is exemplified by the following model.


State
Decision
SVA
State Vocational Education Agency
Indian Populations
IP
LVE
Local Vocational Educators
Strategies Developed
Strategies Evaluated
Strategies Implemented

ESTABLISHING A COMMUNICATION NETWORK

Establishing a communication network which includes state vocational education agencies, local education agencies and Indian communities is fundamental to extending the benefits of vocational education to Indian populations. This section on procedures for establishing a communication network is a part of the Integrated Planning Package to be used for meeting the vocational education needs of American Indians.

Purposes of a Communication Network

- Establish ongoing communication between various state, local, and tribal agencies, organizations, and groups
- Provide for a systemmatic flow of information to and from state vocational agencies and Indian communities
- Provide opportunities for Indian tribes and organization personnel to become knowledgeable about state vocational agency operations
- Provide opportunities for state vocational agency personnel to become knowledgeable about Indian tribes and organizations operations

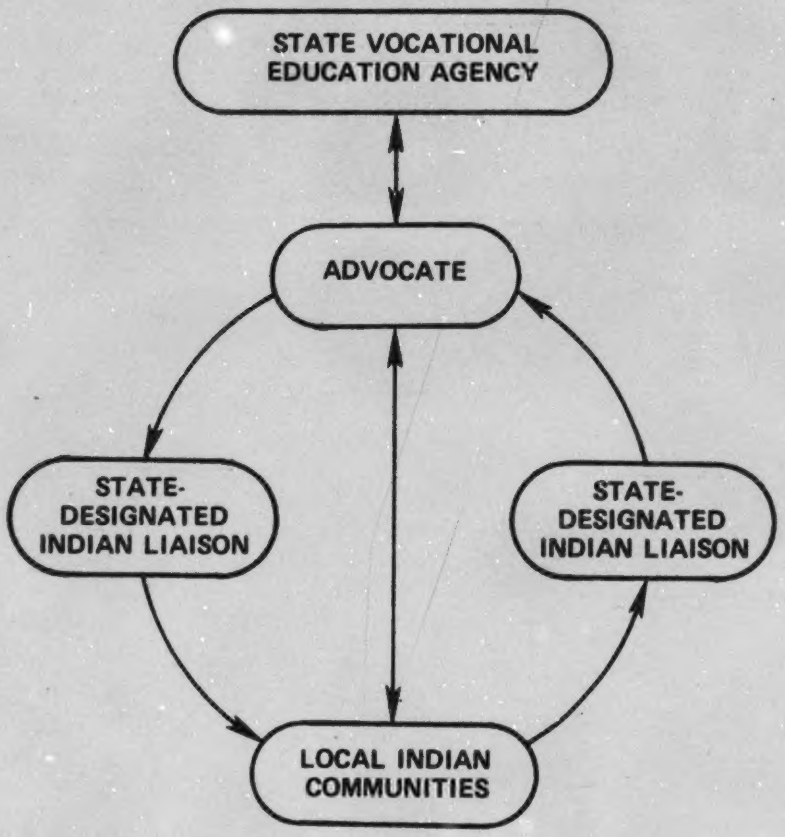
Assumptions About a Communication Network

- That basic devices for communication already exist between the state department of vocational education, the Indian communities, and local education agencies such as telephone, newspapers, mail services, and highway systems
- That the state vocational education agency, Indian communities, and local education agencies are all aware of the need for continuous communication
- That the state is able to assign at least one person to be responsible for communication as well as the other components of the Integrated Planning Package
- That the state will assume the responsibility to initiate communication

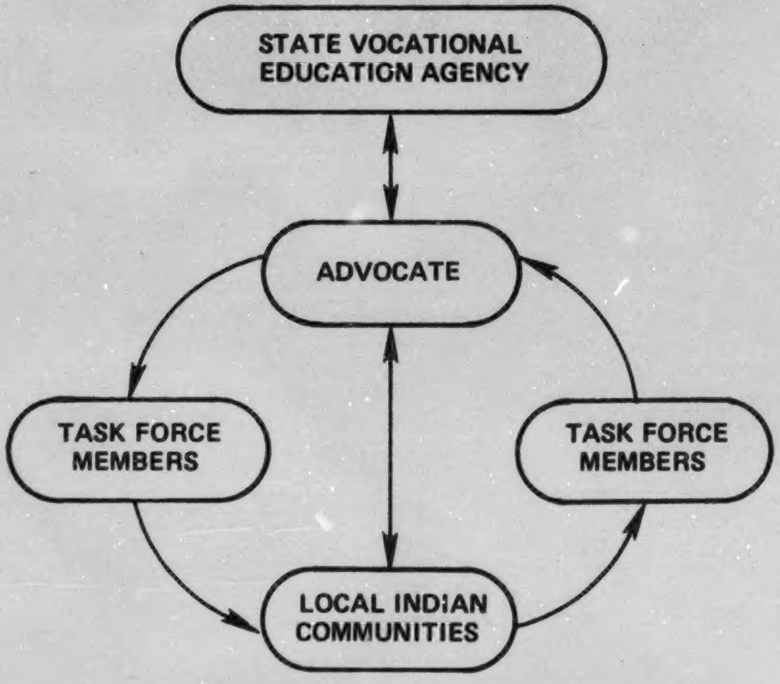
The absence of existing, established lines of communication between Indian tribes, communities, and state vocational agencies necessitates the development of a specific structure for communication. This structure will insure the flow of information to and from Indian populations and state vocational agencies. Three recommended structures are described in the introduction, page 10.

Each of the structures entails placing the responsibility for systematic communication upon all participants: the state advocate, task force members, the Indian liaison, and the local Indian community representative. The lines of communication are evidenced in the following diagrams.

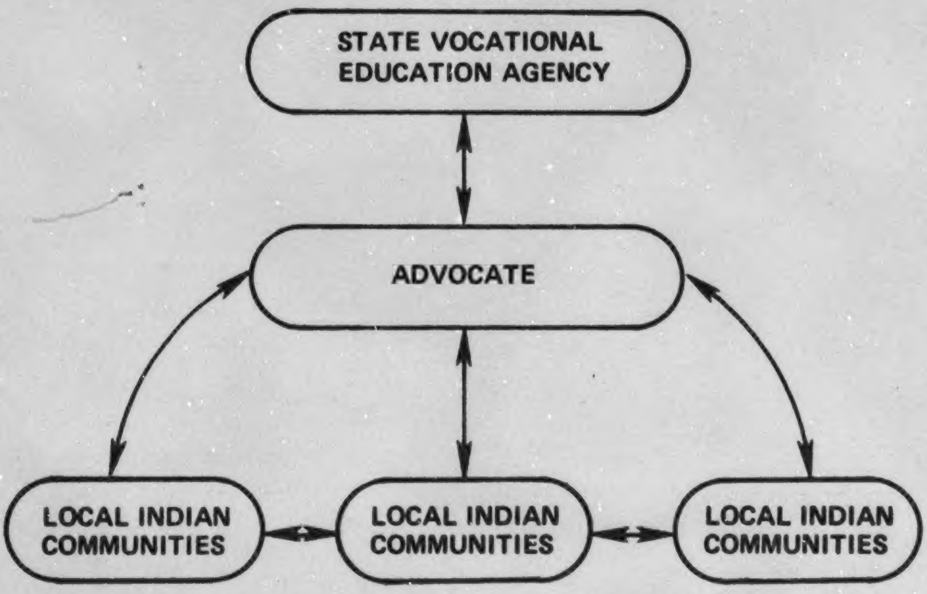
COMMUNICATION NETWORK
FOR
STATE-DESIGNATED INDIAN LIAISON


STATE VOCATIONAL EDUCATION AGENCY
ADVOCATE
STATE-DESIGNATED INDIAN LIAISON
STATE-DESIGNATED INDIAN LIAISON
LOCAL INDIAN COMMUNITIES

COMMUNICATION NETWORK
FOR
A STATEWIDE INDIAN TASK FORCE


STATE VOCATIONAL EDUCATION AGENCY
ADVOCATE
TASK FORCE MEMBERS
TASK FORCE MEMBERS
LOCAL INDIAN COMMUNITIES

COMMUNICATION NETWORK
FOR
LOCAL INDIAN COMMUNITY REPRESENTATIVES


STATE VOCATIONAL EDUCATION AGENCY
ADVOCATE
LOCAL INDIAN COMMUNITIES
LOCAL INDIAN COMMUNITIES
LOCAL INDIAN COMMUNITIES

People Involved in Establishing Communication

- Director of state vocational agency
- Assigned state agency staff advocate
- State vocational education board directors
- Local school board member
- Tribal council and/or community leader(s)
- Local vocational educators (postsecondary, secondary, tribal)
- Members of organization (see Organizational Structure, Introduction, page 10)

Meeting with Tribal Councils, Indian Organizations, and Local Education Agencies

To initiate the communication process, the advocate will meet with several Indian groups in the state, individually or collectively (see Organizational Structure, Introduction, page 10).

The purposes of this meeting are to:

- Become acquainted with local Indian leaders
- Establish ongoing communication
- Revise, validate, and develop new goals and objectives of the proposed communication network
- Alleviate any concerns about the communication network which might be negative

During this meeting, the advocate will seek out or probe for objectives which may be important to the participants.

Implementing a Communication Network

Once the communication network has been organized, it will be necessary to ensure proper implementation. In order to accomplish this task, the advocate should:

- Ensure that the people involved have an active interest in vocational education for the Indian communities in the state
- Establish regular meeting times and places agreeable to the other participants
- Ensure that the participants are informed of their responsibilities
- Identify specific information which is to be communicated to Indian communities such as:
  - services available through the state agency
  - requirements for accessing these services

- deadlines for making application for programs
- special opportunities for professional development
- certification requirements
- state meetings or workshops

- Identify specific information which is to be communicated from the Indian communities to the state agencies such as:
  - labor force needs
  - education personnel needs
  - vocational education plans
  - personnel resources
  - special training needs

Developing Communication Strategies

Once an organizational structure has been established as described in the Introduction, the advocate and the other people involved will develop a plan for insuring continued communication. Emphasis must be placed on two-way communication. Indian participation in traditionally state activities as well as state participation in traditionally Indian activities are necessary. Several strategies for communication which can be implemented according to time and money resources follow.

Hotline to State Vocational Education Agency

A state agency telephone number distributed to tribal leaders and educators, Indian organizations, and vocational education instructors and counselors may help Indian students. The hotline would provide information about the availability of vocational training opportunities and provide a referral service for other information requested.

Newsletters

Publishing and disseminating a newsletter on a regular basis is an important tool which allows the state agency to communicate the same information to several people at one time. A newsletter may be as small as one mimeographed page and should include such things as state agency activities, vocational education opportunities, and available programs and grants.

Displays, Presentations, and Workshops at Indian Gatherings and Conferences

A display, presentation, and/or workshop at Indian gatherings and conferences ensures that a fairly large number of people would have an opportunity to know what the state agency or Indian community is doing. This strategy must be carefully coordinated through the communication network participants.

The importance of becoming knowledgeable about the activities, protocol, and organizational services and constraints of the two groups involved in this communication network cannot be overemphasized.

Internships

A reciprocal internship plan for appropriate personnel of the state vocational agency and Indian communities and tribes should be established. Such an exchange of personnel would be a very positive step in the establishment of communications.

Prior to the internship, a plan will be developed by each intern which includes specific appointments with identified personnel. The Indian intern should have access to the five-year state plan and the organizational structure of the state educational system, and the state advocate should have access to the tribal organizational structure as well as any tribal plans which include human resource development. As there is only one advocate, but many Indian communities, it is recommended that the advocate identify two Indian tribes-communities to visit and build the internship around these tribes-communities. It is also recommended that these internships last for a minimum of two weeks.

The Indian intern will gain insights into the state educational system as well as establish new contacts with state agency personnel who can assist in the development of quality educational programs.

The state advocate, through the internship, will gain valuable knowledge of tribal operations as well as become acquainted with vocational education programs which already exist.

News Releases

News releases could be used when announcing stage agency activities, meetings, or even human interest profiles on new or successful vocational education programs for American Indians. These releases should be sent to Indian newspapers as well as other local newspapers.

Interagency Cooperation

Interagency cooperation has the potential of being a highly successful means of communication about vocational education needs. Some of the organizations which should be involved are the Bureau of Indian Affairs, Local Education Agencies, Comprehensive Employment Training Act, Employment Security, community colleges, and technical institutes.

These alternatives listed above do not preclude the use of any other strategies which are available to the state. The state agency may utilize several of these options in order to establish a communication network.

Initiating Communication Related to State Plan

The groups directly involved in the state plan will be the local Indian communities who will develop the plan, state planning commission (committee or agency) who will approve the plan, and the state vocational education agency who will monitor the plan. Communication is important in the state planning process because the subsequent approval of such a plan is contingent upon acceptance by the state agency and the state vocational education advisory committee.

Communication will be essential in the following state planning activities:

- Utilizing the aggregated needs assessments from all Indian communities
- Integrating the plan for Indian communities with the five-year and annual state vocational education plan

- Determining the resources and allocations for state-supported vocational education for Indian communities
- Obtaining approval of the state plan (see State Plans, page 25)

Inititiating Communication Related to Needs Assessment

Once the previously described steps have been taken, the state agency and Indian communities should be ready to begin the needs assessment process. Communication is an essential part of the needs assessment, not only as a prerequisite but also as part of the whole process.

Communication is essential in the following needs assessment activities:

- Establishing contacts with the Indian communities to be assessed
- Establishing local steering committees
- Establishing statewide advisory committees
- Publicity prior to conducting the needs assessment

For more detailed information see Needs Assessment, page 41.

Initiating Communication Related to Local Program Planning

It is assumed that when planning local vocational education programs for Indian communities that the state agency, the local education agencies, and the Indian communities will be involved in this process. Therefore, it is necessary for these three groups to communicate with one another. Communication is essential to the following local planning activities:

- Utilizing the needs assessment data
- Examining exemplary programs
- Developing a local vocational education plan for Indian communities

For more detailed information see Exemplary Programs, page 101.

Evaluating the Communication Network

Although the evaluation of the communication activities is a continuous process in the procedures outlined here, it is recommended that a periodic formal evaluation be conducted and reported on an annual basis and/or immediately following the development of the state plan.

Each person or group involved should be surveyed to determine the effectiveness of the communication network established. The state vocational education agency should establish standards for evaluating the success of the communication network based on the total Indian population of the state, the impact of plans developed, programs implemented, and successful participation.

Setting the Communication Network in Place

After establishing communication, a communication network should be considered in place when:

- A substantial number of Indian communities have regular communication with the state vocational agencies
- Regular meetings with the task force, liaison, and local representatives are scheduled
- A systematic method for getting information from the Indian community to the state vocational agency is being utilized (vocational plans, internships, newsletters)
- A Systematic method for getting information to Indian populations is being utilized (newsletter, hotline)
- A substantial number of inquiries are made to the state vocational education agency by Indian people
- Indian people and organizations are actively participating in the activities developed in the communication plan

INTRODUCTION TO NEEDS ASSESSMENT

Needs Assessment is a process used to determine the difference between some desired situation (what ought to be) and the present situation (what is).

Why a Needs Assessment

In planning a vocational education program, state and local education agencies must be informed about the needs of the population to be served before steps can be taken to address those needs. Benefits to be derived from doing a needs assessment are in the areas of problem identification, development of need statements, determination of local priorities, realistic program planning, and improving state, local, and Indian community relationships.

Basic Assumptions Upon Which This Product Was Developed

- Mutual feelings of cooperation
- Desire to serve Indian communities
- Means and desire to communicate ideas and concerns
- Availability of financial and human resources
- Availability of state, local and community leadership
- Positive belief in ability to solve problems
- Use of the community in the decision-making process

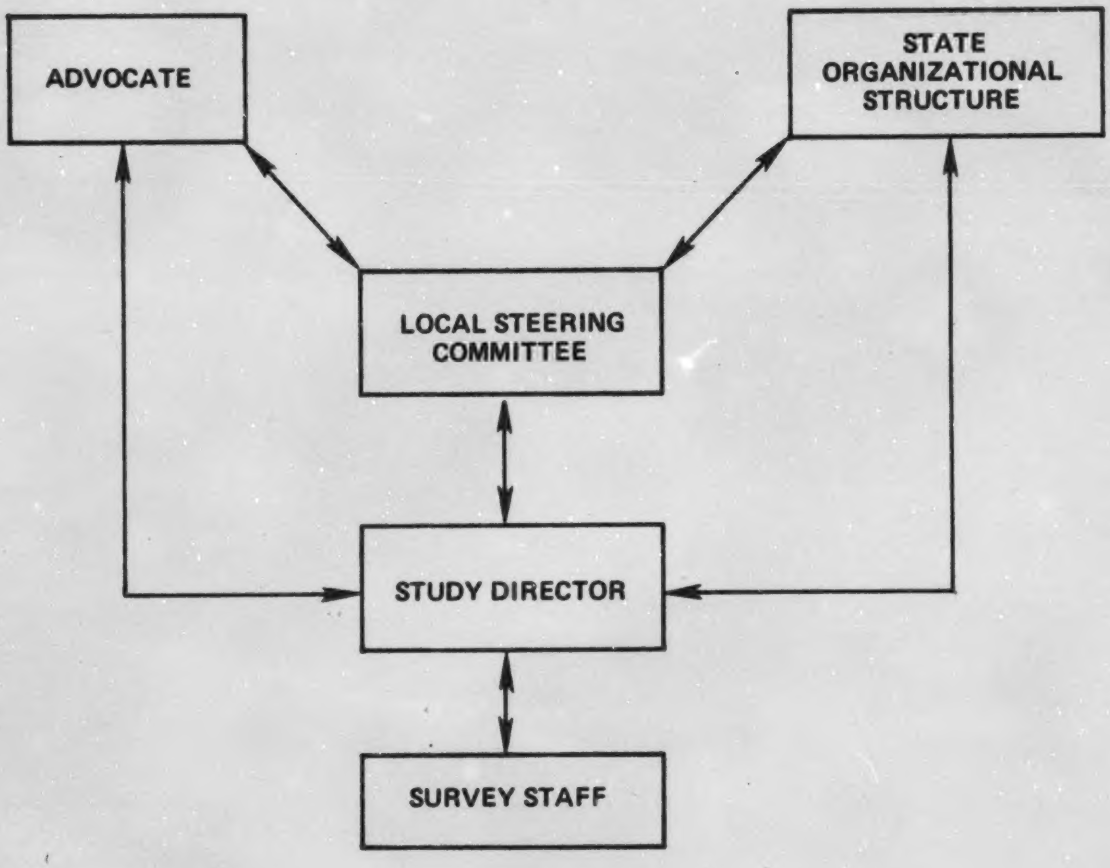
Who is Involved

This section contains recommended procedures to guide a state vocational agency in planning, implementing, and utilizing a needs assessment. The importance of collaborative efforts involving Indian tribes and communities, local education agencies, and the state vocational agency is emphasized. While this section was developed specifically for state vocational agencies, it may be used by other agencies involved in vocational education needs assessments for Indian populations as well. The organizational structure as described in the Introduction is an important aspect of the implementation of this needs assessment section.

Committee Participation

The use of committees in the development, implementation, and utilization of this assessment is essential. The organizational structure (see Introduction, page 10) selected will address statewide planning related to determining vocational education needs of Indian populations. The steering committee, which is part of this needs assessment section, has the responsibility of assuring the validity and reliability of the data as well as determining how the data will be used.

The following diagram depicts the relationships between the various actors of the needs assessment process and the total statewide planning process.


ADVOCATE
STATE ORGANIZATIONAL STRUCTURE
LOCAL STEERING COMMITTEE
STUDY DIRECTOR
SURVEY STAFF

Data Collection

The systematic collection of relevant data must not only be carefully planned, but the method by which the data is collected must be goal oriented. All of the data which is gathered must have a specific purpose and use. Six instruments for data collection and tabulation are contained in this section. These are:

- Existing Data Sources
- Student Survey
- Adult Survey
- Administrator Survey
- Local Employer Survey
- Job Market Analysis

Each instrument is essential to the final analysis and prioritizing of the needs. NO STEP SHOULD BE OVERLOOKED!!

The first step in the collection of data is to examine existing data. Is the information or part of the information already available? Is the information or part of the information already available? The listing of existing data sources will assist the study director in determining the extent to which new data must be obtained.

The survey instruments as presented in this section provide for the collection of data in nine different generic areas. Each community (steering committee) must decide:

- Is the information important?
- Why is the information important?
- What action will be taken based on the information?

If these questions cannot be answered for each generic area then that area should be omitted from the questionnaire. It is important to have a specific use for all information gathered.

The last instrument—the Job Market Analysis—is especially important as a tabulation of the job market is essential in determining what vocational programs should be developed and emphasized.

THE STEERING COMMITTEE

In the implementatioin of a vocational needs assessment, the involvement and support of the local community is vital. Support for the needs assessment can be generated through the establishment of a volunteer needs assessment steering committee.

A steering committee is a group of local people who agree to help plan and carry out the needs assessment in their community. The roles assigned to steering committees vary, but essentially, the steering committee should do the following:

- Provide specific information about the community
- Provide information about the community's citizens, employers, and other information
- Disseminate information about the needs assessment
- Provide information on the vocational education needs of the community
- Provide a local perspective on the education needs priorities

Before establishing a new committee, determine whether a tribal education committee exists. This committee may also serve as the needs assessment steering committee or form an integral part of such a committee.

When selecting steering committee members, efforts should be made to ensure that its membership represents the broad spectrum of the community. It should reflect the variety of school, state, business, industrial, and tribal groups who are affected by vocational programs in the community. The following is a list of possible sources for members to the steering committee.

- Tribal education committee member
- Local vocational director
- Local labor leader
- Local industrial/business leader
- School administrator
- School teacher
- Student
- Needs assessment consultant
- Tribal governor, chairman, chief
- Civic organization
- Parent
- Senior citizen
- Tribal education director

Certainly it is not possible for the steering committee to have representatives from all of the above categories because committees tend to become inefficient if they have too many members.

People selected to serve on steering committees are usually very busy and have limited time to contribute. Accordingly, schedule meetings only when needed. Prior to each meeting, send announcements and materials for their review. Also include an agenda of topics which are to be considered at the meeting.

All activities connected with the needs assessment study should be listed and progress on these activities reviewed at each meeting. Also, all public announcements and questionnaires must be cleared through the steering committee. Keep everyone informed.

The Study Director

Choosing a qualified person to direct the activities and compile the data for the needs assessment is crucial to the success of the study. The qualifications for the director include:

- Knowledge of the population to be assessed
- Experience in management of research activities
- Experience in doing survey research
- Experience in statistical analysis
- Knowledge of computer programs
- Ability to work well with Indian people and/or state agencies

The director's responsibilities include:

- Attending all steering committee meetings
- Identifying and reporting existing data
- Selecting the survey team
- Training the survey team
- Developing a survey plan
- Selecting the population for the study
- Managing the survey
- Collecting and storing the data
- Analyzing the data
- Reporting the data to the steering committee
- Preparing a report on the data
- Prioritizing the needs

All of these activities are to be done in concert with and have approval of the steering committee members. The director is the administrative arm of the steering committee and should constantly be aware of this role.

SUGGESTED ACTION CHART DESIGN*

OBJECTIVE: ______________________________
(State the overall objective of the project
as clearly and specifically as possible)

DATE CHART PREPARED : ____________________

FREQUENCY OF UPDATE: ____________________
(Weekly, bi-weekly, or monthly)

IN CHARGE OF PROJECT: ____________________
(Who has overall responsibility?)

STATUS AS OF: ____________________
(Tape over and change date each time chart is updated)

Activities to be Accomplished	Individual Responsible	Result	Months or Weeks											
			1	2	3	4	5	6	7	8	9	10	11	12
List each activity that needs to be accomplished, in chronological order.	List the person or persons responsible for each task. If more than one person, list first the name of the person with primary responsibility.	List the result or product for each task, i.e., what will show that the task has been completed. Examples: report briefing, conference, meeting, brochure, speech, memo, interview, plan, proposal.												

*New Hampshire Needs Assessment Handbook for Vocational Education Planning

SAMPLE PLAN OF ACTION CHART

Steering Committee

OBJECTIVE: ____________________

DATE CHART PREPARED: ____________________

IN CHARGE OF PROJECT: ____________________

FREQUENCY OF UPDATE: ____________________

STATUS AS OF: ____________________

Activities to be Accomplished	Party Responsible	Result	Months or Weeks											
			1	2	3	4	5	6	7	8	9	10	11	12
Brief committee members on roles and goals of needs assessment	Steering committee chairman	Roles and goals internalized												
Define data needs-specific objectives to be reached	Steering committee chairman	Identify areas data collection												
Determine data collection strategies	Study director and steering committee	Establish procedures												
Generate publicity	Study director and steering committee													
Develop survey management plan	Study director	Survey plan												
Secure survey team	Study director	Establish survey team												
Train survey team	Study director	Role internalized												
Conduct survey	Study director	Data collected												
Submit raw data for analysis	Study director	Data categorized, classified												
Tabulate and group data	Study director													
Interpret data from state	Study director	Needs identified												
Prioritize needs	Study director and steering committee	Needs ranked according to importance												
Review final report	Steering committee and state voc. ed. agency	Final report written												
Hold public hearing	Steering committee	Community informed												

THE SURVEY TEAM

A competent survey team is vital to the success of a community survey. Therefore, the recruitment and training of the team is extremely important.

The complexity of gathering data for the community survey will vary from community to community, from the small or medium size communities where contact is relatively easy, to the large urban area requiring more time as well as more sophistication on the part of the interviewers. The director of the survey along with the steering committee, will need to determine the persons to be involved in data gathering. Regardless of the manner in which they are involved, the key to their successful participatioin will be to acquaint them thoroughly with the work they are to do.

The state department representative and community contact person should work closely to determine the criteria for survey team selection and to draw on available personnel as required. Possible sources of personnel to conduct a survey are as follows:

- Tribal employment agencies/manpower divisions
- Employment assistance program
- Comprehensive Employment and Training Act (CETA) personnel
- Tribal work experience program personnel
- Seconday and postsecondary students

Students at the secondary and postsecondary level may be involved in data collection and given certain limited responsibilities when carefully selected and trained for the task at hand.

The following steps are suggested regarding survey team recruitment.

- Inform the agency/school decision makers of the purpose of the survey and the number of persons needed to assist in conducting the survey.
- Request the names of people capable of assisting you in the community survey. Specify the responsibilities you plan to assign to them.
- After forming the survey team, acquaint them thoroughly with the following concepts:
  - the purpose of the survey
  - the survey form, its contents, terminology, meaning of items, and responses needed
  - the purpose and procedures to be used in questionnaires and pesonal interviews

DEVELOPING A PLAN OF ACTIVITIES FOR THE SURVEY TEAM TO FOLLOW IN CONDUCTING A COMMUNITY SURVEY

Good, clear, thorough planning is a prerequisite to success for any endeavor. Before conducting this survey, develop a complete list of activities which will need to be done and establish a timetable. These serve as guidelines to the persons involved, enabling them to keep the activity on schedule. In order to obtain reliable results from the survey, it is necessary that those persons collecting data be consistent in their approach and in their explanations to respondents. Therefore, written instructions need to be developed which will clearly spell out to the survey team what their exact responsibilities are, how to use the survey instrument, procedures for handling the actual survey process, and the survey goals and objectives.

List of Survey Activities

The list of activities which you develop should include everything that will have to occur from before the survey to after the completed analysis. These events will vary according to the survey objectives and local conditions. The following is a sample activities list.

- Organize a survey team.
- Acquaint all members of the survey team with their duties and responsibilities
- Acquaint the survey team with the information and data to be collected. Review the survey form with them.
- Acquaint the survey team with interview techniques and procedures and how to record the findings or results of the survey.
- Inform team members of the procedure for securing appointments, when necessary.
- Determine the number of respondents to be surveyed if random sampling techniques are to be used.
- Pinpoint the location of respondents within the area to be assessed.
- Divide the geographic area as equally as possible on the basis of number of persons to survey. Assign a team to survey each area on the basis of equal numbers of respondents.
- Set a proposed timetable for completion of the survey.

Some of the things a timetable for the survey should include are as follows:

- A proposed date for the completion of the survey
- A starting date for all team members to make a pilot survey of at least two respondents
- A meeting after the pilot survey to iron out problems
- Staff meetings to be held at regular intervals
- Time for rescheduling of appointments that were cancelled
- Time for submittal of all survey data

PUBLICITY

Once it is decided to conduct a needs assessment, it is useful to inform the community of the activity through news releases such as newspaper, radio, and television. Be sure the release gives the purpose of the assessment and the desired results.

The first such release should be general in nature. It should be followed by articles which update the public on the progress of the study and inform them of the specific aspects of particular interest. The process of public information helps to insure community awareness and support.

Sample Radio Announcement

Date: Insert present date

Contact person: Name(s) and phone number(s)

Dates to run:

Description: 30 second announcement

VOCATIONAL EDUCATION NEEDS ASSESSMENT TO BE CONDUCTED

Representatives from the state department of vocational education and the (insert tribe/ community) are conducting an assessment of vocational education needs for the (insert location) area.

Students, parents, school administrators, and local employers are being surveyed in relation to present and future vocational education needs.

The Information gathered will assist the tribe and the state vocational educators in analyzing these needs in relation to resources available.

Sample Letter to School Administrator/Education Committee

Dear (insert name of administrator):

As part of a state-wide program, we will be conducting an assessment of vocational education needs for the (insert location) area. The intent of this needs assessment is to determine how vocational education can better serve the Indian people in the (insert location) community.

The success of this assessment is largely dependent upon a survey of students attitudes, educator attitudes, existing facilities, and existing programs. I would be grateful if we could arrange a few hours in order to administer survey questionnaires to students, certain teachers and administrators and to examine the existing vocational education facilities, programs, and curriculum in your institution.

Please call me if you have any questions concerning this needs assessment.

I would like to say that cooperation from your institutioin is very important to the success of the needs assessment.

Thank you for your consideration.

Cordially yours,

(your name)

Sample Press Release for Local Newspapers

Date: Insert present date

Contact person: Name(s) and phone number(s)

FOR IMMEDIATE RELEASE

VOCATIONAL EDUCATION NEEDS ASSESSMENT TO BE CONDUCTED

The state department of vocational education in cooperation with the (insert name of tribe/community) is conducting an assessment to determine the present and future vocational education needs for the (insert location) area.

Individualized survey questionnaires will be administered to students, parents, employers, school administrators, teachers, and community leaders during (insert date(s) or week).

The needs assessment is designed to provide comprehensive information on current and projected vocational education needs. The information from the needs assessment will assist the state department of vocatioinal education in assessing their ability to meet these needs. In addition, the results of the assessment will be available to tribes and Indian organizations to assist in vocational education planning.

On a long-range basis, the outcome of the needs assessment should help reduce the high unemployment in the Indian communities, provide students with alternative directions in the educational process, and benefit future employers as well as future job seekers.

REFERENCE AIDES

Survey Research

Babbie, Earl R. *Survey Research Methods.* Belmont: Wadsworth, 1973.

Dillman, Don A. *Mail and Telephone Surveys: The Total Design Method.* New York: Wiley, 1978.

Sampling

Sudman, Seymour. *Applied Sampling.* New York: Academic Press, 1976.

Coding

- Nemanich, Dorothy and O'Rourke. *A Manual for the Coding of Survey Data.* Dubuque: Kendall/Hunt, 1975.

Needs Assessment

League of California Cities. *Assessing Human Needs.* Sacramento: League of California Cities, 1977.

The Research Group. *Techniques for Needs Assessment in Social Services Planning.* Atlanta: The Research Group, 1976

Data Sources

Project SHARE, P.O. Box 2309, Rockville Maryland 20852.

ERIC Clearinghouse on Adult, Career, and Vocational Education, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

NTIS National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia, 22161, 703/557-4785.

ACTIVITIES FOR CONDUCTING A NEEDS ASSESSMENT

1 Form a Local Steering Committee*

Responsibility

Members of state organization (See Organization Structure, Introduction, page 10)

Meeting

None required

Tasks—Outcomes

- Develop rationale for formation of the steering committee
- Develop operational objectives for the steering committee
- Obtain a listing of suggested members
- Develop criteria for membership
- Develop an agenda for the first steering committee meeting
- Select steering committee members

Participants

- Local education member (tribal, if available)
- Statewide organization
- State advocate

* See page 43.

2 Organize Steering Committee

Responsibility

Steering Committee

Meeting

First meeting of the steering committee

Tasks—Outcomes

- Define the roles of the members
- Identify needs assessment goals
- Hire a study director (see page 45)
- Identify specific needs assessment objectives to be achieved
- Distribute general publicity information

- Define parameters of the assessment
- Obtain local agreements

Participants

- Steering committee members
- State advocate

3 DEVELOP A MANAGEMENT PLAN AND SCHEDULE

Responsibility

Study Director

Meeting

Second steering committee meeting

Tasks—Outcomes

- Development of:
  - Plan of action
  - Step by step procedures
  - Timelines
  - Overall coordination
  - Reporting schedule
- Identify existing data
- Identify data needs
- Develop survey techniques
- Develop method for collecting data
- Adapt survey questionnaires as required
- Identify possible survey team members

Participants

- Steering committee members
- Study director
- State advocate

4 CONDUCT SURVEY

Responsibility

Study director

Meeting

None required

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Tasks—Outcomes

- Identify the survey team members
- Establish the survey team management plan
- Train the survey team
- Make survey team assignments
- Conduct survey
- Evaluate survey progress
- Collect and store data
- Debrief survey team

Participants

- Study director
- Steering committee members
- Survey team members

5 TABULATE, PROCESS AND REPORT RAW DATA

Responsibility

Study director

Meeting

None required

Tasks—Outcomes

- Key punch raw data
- Cross tabulate data
- Analyze results
- Develop data report on results
- Develop recommendations

Participants

- Study director

6 DEVELOP NEEDS STATEMENTS AND PRIORITIZE NEEDS

Responsibility

- Study director
- Steering committee

Meeting

Steering Committee

Tasks—Outcomes

- Report on the analysis of data
- Report the recommendatioins of the study director
- Prioritize the needs
- Develop format for report
- Determine uses of data (report)

Participants

- Study director
- Steering committee members
- State advocate

7 FINAL REPORT

Responsibility

- Study director
- Steering committee

Meeting

Steering committee

Tasks—Outcomes

- Complete report
- Develop plan to meet needs
- Submit plan to community (hearing, tribal government)
- Submit plan to local education institutions
- Submit plan to state at hearings
- Disseminate report

Participants

- Steering committee members
- Study director
- State advocate

8 PREPARE TO INCORPORATE VOCATIONAL EDUCATION NEEDS FOR INDIAN POPULATIONS INTO STATE REPORT

Responsibility

- State organization members (see Introduction, page 10)
- State advocate

Meeting

State organization meeting

63

Tasks—Outcomes

- Combine local and statewide vocational needs of Indian Populations
- Develop report on the combined needs
- Develop a plan to meet these needs
- Submit plan to be included in the state plan
- Disseminate report to communities involved

Participants

- State organization
- State advocate
- State vocational education agency

9 FOLLOW UP

Responsibility

- Steering committee
- State advocate

Meeting

As needed

Tasks—Outcomes

- Evaluate the needs assessment process
- Assure that the needs will be addressed
- Assure that quality training programs are established
- Assist the vocational educators in interagency cooperative efforts
- Assist the vocational educators in developing a working relationship with employers
- Act as an advisory body to the local vocational education efforts

EXISTING DATA SOURCES[1]

The use of existing data needs to be explored thoroughly by the steering committee to avoid a duplication of effort and needless expenditure of time and money.

This sub-division of the Needs Assessment is devoted to the identification of sources which may provide necessary data. In addition, there are spaces provided for sources which this package has not identified. These sources are simple recommendations for review. The user may have other data sources which are more reliable.

The use of these data sources may supply all or part of the information needed for the completion of a needs assessment. The existing data should be compiled and questions which should generate the same information should be identified and omitted when using the survey instruments.

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[1] *New Hampshire Needs Assessment Handbook for Vocational Education Planning,* developed by Melvin Severance, Director of Vocational Education, Milford, New Hampshire, and Dr. Richard A. Gustafson, Director of Career Studies, Keene State College.

NATIONAL DATA SOURCES

PUBLICATION	TYPE OF INFORMATION
Occupational Outlook Handbook, Bureau of Labor Statistics, Department of Labor.	Published every two years, the handbook explains the job outlook for many occupations.
Occupational Outlook Quarterly, Bureau of Labor Statistics, Department of Labor.	Updates the *Occupational Outlook Handbook*.
Tomorrow's Manpower Needs, Bureau of Labor Statistics, Department of Labor.	A 4 volume work which projects ratio of trained manpower to total employment. Data and matrix methods are provided to make state and local projections. Matrix, however, was developed on national labor pool.
Manpower, *Report of the President*, U.S. Department of Labor.	Annual publication reporting on manpower demands, resources, utilization, and training.
Annual Report of Vocational and Technical Education, U.S. Office of Education, Department of Health, Education, and Welfare.	Annual report contains data on graduates, enrollment, and expenditures in federally reimbursed programs.
Annual Manpower Planning Report, (Lawrence-Haverhill).	Employment outlook by industry and occupation for the SMSA.
Meeting Tomorrow's Manpower Needs, Bureau of Labor Statistics, U.S. Department of Labor.	Provides national occupational employment projections and can be used by state and local planners. Techniques are well illustrated to transform national data into state and local estimates.
Directory of Occupational Titles, Bureau of Labor Statistics, U.S. Department of Labor.	Provides information on employment outlook, job descriptions, sources of employment, earnings, and training needed for each occupation listed.
Annual Report, Bureau of Indian Affairs, Employment Information	Provides information on employment within the BIA.
Annual Report, Bureau of Indian Affairs, National Employment Assistance Information	Provides information on trainees and employment opportunities through the program.

NOTE: The above sources of data may be outdated (the latest census is 1970) and indicate with varying degrees of accuracy the employment picture at the indicated level.

STATE DATA SOURCES

PUBLICATION	TYPE OF INFORMATION
Number of Inhabitants (Document PC (1) -A31NH), U.S. Bureau of Census. Available through the Government Printing Office ($.40).	Population (current and historic for state, county, SMSA, town, urban, rural, and congressional districts).
General Population Characteristics (PS (1) - B31NH), U.S. Bureau of Census. Available through the Government Printing Office ($.60).	Population cross-tabulation by race, rasidence, age, sex, and family for state, SMSA, town, and counties.
General Housing Characteristics, (HC (1) - A31NH), U.S. Bureau of Census. Available through the Government Printing Office ($.50).	Population, total houseing units, inhabitant desity, plumbing, owner-occupied, rental, financial characteristics by state, SMSA, town, and county.
General, Social and Economic Characteristics (PC (1) - C31), U.S. Bureau of Census. Available through the Government Printing Office ($1.50).	Extensive cross-tabulations of population, social, income, race, mobility, labor force, occupation, education, industry, by state, SMSA, county, and town.
State Plan for Vocational-Technical Education, State Department of Education.	Basis for the operation and administration of the state's vocational education plan in accordance with the Vocational Education Amendment (currently: Public Law 94-482, 1976).
County Business Patterns, 1971 (CBP-71-31) U.S. Bureau of Census. Available through the Government Printing Office ($.50).	Employment by industry for the state and counties. Excellent source of data.
BIA regional Annual Reports	Regional Indian population characteristics
BIA Employment Assistance Reports	Indian employment and training data
State Bureau of Employment Services (U.S. Department of Labor)	Employment and labor market statistics and projections

NOTE: The above sources of data may be outdated (the latest census is 1970) and indicate with varying degrees of accuracy the employment picture at the indicated levels.

LOCAL MANPOWER DATA

In all planning documents requested at the state level, the local manpower supply and demand situation must be addressed.

The local manpower picture is very important, yet it is most difficult to obtain accurate and timely data for local areas. However, there are some sources which may be helpful.

PUBLICATION	TYPE OF INFORMATION
Census Data (Document PC (1) - C31, *General Social and Economic Characteristics.*	Contains tables which give employment by occupation and employment by industry of the residents of your town or city.
Census Data (Document CEP-71-31), *County Business Patterns.*	Contains the occupational and employment data for counties.
Chamber of Commerce.	Often Chambers of Commerce have conducted local community surveys which address the employment and occupational patterns of the town.
Public Utility Sources.	Often the water, sewer, power, or telephone companies have compiled extensive data on local population and manpower requirements.
Specific tribes 5 Year Plan.	Economic development plans including types of jobs available.
Specific tribes Annual Report.	Employment statistics, economic development projections.
Tribal Planning Reports.	Demographic, economic, social, and statistics.

NOTE: The above sources of data may be outdated (the latest census is 1970) and indicate with varying degrees of accuracy the employment picture at the indicated level.

SURVEY INSTRUMENTS

The instruments included in this section of the package must be considered only as suggestions or recommendations. Once the Steering Committee has defined the specific generic questions which need to be answered, the questionnaires included in this package as well as the methodology used may be adapted to address the locally defined needs for data. This can be done by identifying corresponding questions within the instruments or eliminating questions for which data is already available.

Why Do Four Different Surveys?

This package contains suggested surveys for four different groups: students presently enrolled in educational programs, adults not enrolled in programs, local employers, and administrators of schools having vocational programs. This situation is similar to a doctor/patient relationship which requires each to contribute information and knowledge which will result in accurate diagnosis. Each of the four groups above has special knowledge and perspectives that, taken together, result in a much more accurate picture of a problem than is possible by taking a single perspective.

Will These Surveys Provide All the Information That is Needed?

A good Needs Assessment uses as much information as it can obtain to answer the specific questions it has. The four surveys are merely models to examine. Every situation should determine what specific information is needed. If an interview of other people in the community such as community leaders and tribal councils is deemed necessary, available information from other sources should also be merged. These might include census data, data from the Bureau of Labor Statistics, data from the Bureau of Indian Affairs, previously conducted local or state surveys, Chamber of Commerce information, and so on. Preference should be given to already existing data over new data, the collection of which requires much time and effort. Unless unlimited resources are available to the researcher, duplications of that which already exists should not be attempted.

Should Anything be Done to the Surveys Before They are Used?

These surveys are only models to guide the development of the community questionnaires. There are no illusions about these surveys being an all purpose general needs assessment. Circumstances differ dramatically from area to area and no one has the same questions to which answers are needed. Decisions must be made on the specific areas to be researched, with the design of the questionnaire then focusing on the needed information.

Is There a Need for Outside Help?

There is considerably more to doing survey research than jotting down a few questions on paper and asking people to answer them. The assistance of a local survey research expert should be sought. The two best sources are universities and private survey research companies. The assistance of a good survey expert guards against pitfalls, and ensures the development of a good information base.

The Student Survey

In expanding or developing new vocational programs, consideration must be given to student needs and interests related to future occupational plans. Students can provide information which is helpful in determining whether the current school curriculum is compatible with their vocational interests or occupational goals.

The student survey questionnaire is designed to obtain student opinions concerning their goals, the value of courses currently being offered, courses they would like to have offered, and the availability of information on careers.

The Adult Survey

The purpose of the adult survey is to obtain information regarding the need for and the availability of vocational programs. The particular occupational areas in which vocational training is desired and the barriers to the training can also be identified.

The Administrator Survey

The purposes of the administrator survey are to determine the need for vocational education programs and the availability of vocational programs at the secondary and postsecondary levels. In addition, the survey will obtain information regarding the participation of American Indians in vocational programs and the administrators' perception of the schools' ability to meet these vocational needs.

The Local Employer Survey

In spite of a relatively mobile population, most vocational graudates find work in the local area. Thus, it is important in vocational planning that consideration be given to studies of the local labor market to determine its current status as well as to ascertain its future needs and trends.

Specifically, the purpose of the local employer survey is to gather information from business and industry in the local area, including the kinds of jobs offered, current needs for people trained in various fields, and estimates of future needs for trained labor.

Depending on the size and number of businesses in the area being surveyed, samplings may or may not be used. If it is used, then the decision must be made as to whether a simple random sample will guarantee representation in all major categories of business in the area. The geographic target area must also be specified. The local labor market area might in practice include the neighboring town ten miles away.

Also, it is important to note that this survey might already have been performed in some manner by someone else such as a local university, chamber of commerce, a school board, or a United Way. An investigation should be made of existing data before an effort to collect new data is begun.

Steps in Conducting the Survey

1. *Project Design.* The very first step is to explicitly state the purpose of the project. Each of these steps enumerated after this point must be considered, and initial decisions reached. Time and money will almost always be wasted if anything is done before a clear decision is made regarding the expected outcomes of the effort.

2. *Sampling.* Exactly what population is to be surveyed? Sampling should be done with the assistance of an expert to avoid inadvertent bias of the results. The following steps will be adhered to:

   Since the number of institutions in any one area will probably be few in number, there is no need to survey only a sample. The important issue will be to identify and gain cooperation from a responsible person in each institution who is in a position to answer questions accurately.

   a. Decide exactly what groups are to be surveyed.
   b. Decide how many respondents to have for each group.
   c. Decide how to select respondents.
   d. Obtain the cooperation of everyone necessary to select the sample.
   e. Select the sample.

3. *Questionnaire Design.* What specific pieces of information are to be collected? The model questionnaire is only a guide. It may be decided that some items are to be dropped and others added. The following must be observed:

   a. Decide how the questionnaire will be administered, by distribution to classes, by mail, by telephone, through personal interviews, or by some other method. (or by some combination of these methods).
   b. Specify exactly what information is needed.
   c. With the assistance of a survey research expert, develop questions and format for the questionnaire.
   d. Outline the analysis. In order to justify the inclusion of a question, consideration must be given to how the response is to be analyzed and used.
   e. Reproduce the questionnaire allowing extra copies for such purposes as files and copies for officials.

4. *Administer the Questionnaire.* The specific step here will vary considerably depending on the method of administration. The survey consultant should be helpful in laying out the steps exactly as they should be followed.

5. *Analyze the Data.* All of the answers should be converted to numbers so they can be put into a computer. Two common analyses will probably be run.

   a. *Frequencies.* This is merely examining the survey, question by question, to see how many students gave what responses.
   b. *Cross-tabulations.* This is examining the survey two or more questions at a time. For example, a close look may be taken of the students' education aspirations versus their career preferences.

Organizing for Needs Assessment

It may be felt that the fastest way to develop a needs assessment is for an individual to sit down alone and design it. This, unfortunately, is not the most effective way of doing the job. A steering committee that will provide various viewpoints is essential. The overall success of the project is linked closely to the quality of the committee that can be assembled. Opposing views are necessary, as well as multiple perspectives, since the best product technically possible is desired. Of equal importance, though, is a product that will be used. The involvement of a diverse group helps avoid nearsightedness in the design, helps build mutual feelings of cooperation, breeds understanding, and keeps the entire process firmly in the open, where it belongs.

The steering committee approach has obvious limitations, not the least of which is the additional time and resources it takes to manage and get things accomplished. The benefits however, are more than commensurate with the costs.

The goals identified by the steering committee are the basis for the questions included in the survey questionnaires. When the results are in, the initial questions (generic) posited at the very beginning of the project should be answered. Other questions which arise as a result of the data collected will require a comparison be made of answers from different parts of the survey. If students see few local job opportunities for a particular skill, but the local employer survey shows many, a clear communication gap has been identified and a solution can be recommended. The steering committee would also be expected to have the lead responsibility for making recommendations from the data.

In a very real sense, the analysis of the needs assessment data marks the beginning of the work. The difficult process of setting priorities, making recommendations, and determining how progress toward the objectives would be measured must now be addressed.

The importance of including expert assistance in the design and execution of the project must again be emphasized. Care must be exercised to avoid errors in the collection of the data. When it comes time to begin the analysis, extnesive debate about the quality of the methods used is undesirable. All debate must center on the interpretation of the findings. If the methodology is not sound, the credibility of the effort can easily be destroyed.

NOTE: The following instruments were developed as a result of community meetings at six pilot sites and the project consultant committee meetings. The Generic Questions were developed as a compilation of the concerns of these groups. The instruments were reviewed and revised as a result of local community and consultant committee reactions.

Each question on the instruments is specifically related to a generic question. Question number 15 on the Student Survey Instrument, question number 18 on the Adult Survey Instrument, and question number 10 on the Local Employer Survey Instrument are directly related to the Area One question, "What are the feelings about vocational education?"

These instruments can be used as a "shopping list" or an example in conducting a local needs assessment. The decision to use them should be based on the goals identified by the local committees.

Generic Questions of the Needs Assessment

Area One	What are the feelings about vocational education?
Area Two	How much knowledge and awareness do Indians have about vocational education?
Area Three	What vocational education programs are available to the community for training and retraining? What vocational education programs should be available?
Area Four	Are Indians taking advantage of vocational training opportunities? To what extent? Do they complete the training?
Area Five	Is career counseling available to Indians? Are Indians taking advantage of career counseling?
Area Six	What are the career/job interests of Indians? Are the career/job interests similar to careers/jobs available in the community?
Area Seven	What employment opportunities are available? Is there a need for training in these areas?
Area Eight	What are the education goals of people in the community? Is there a need for vocational education to assist in meeting these goals?
Area Nine	How many Indians are employed as faculty at institutions offering vocational education courses?

Table of Correspondence Among Generic Questions and Sample Needs Assessment Survey Items

GENERIC QUESTIONS	RESPONDENTS			
	Student	Adult	Administrator	Employer
Area One	15	15		10
Area Two	3	8		
Area Three	3, 5	4, 8	3, 4, 5	6, 11, 13
Area Four	4, 6	2, 3 10, 11	2	
Area Five	13, 14, 15	14, 15		
Area Six	10, 12	10, 11	9	
Area Seven	11	12	7, 8	1, 2, 3, 4, 5, 7, 8, 9, 12
Area Eight	7, 8, 9	5, 6, 7		
Area Nine			6	

SAMPLE SURVEY OF VOCATIONAL EDUCATION NEEDS OF INDIAN POPULATIONS

(Student Survey)

Introduction

Vocational Education programs help people get the kind of training they need to find jobs. This survey is part of a project that is trying to find out what types of vocational education American Indians would like to have. Your answers will help improve vocational programs for Indian people by giving very useful information to state vocational agencies, local schools, and Indian communities. Please take your time in answering the questions and give us your honest opinions. This survey is *anonymous*—DO NOT put your name anywhere on this questionnaire.

ABOUT YOUR EDUCATION

1. What grade are you in? (Check one)

____ 9th grade
____10th grade
____11th grade
____12th grade
____beyond 12th grade

2. What type of school are you in? (Check one)

____Regular high school
____Vocational school
____2 year community college
____4 year college or university
____Other, please describe ______________________________

3. From the following list, please check *all* the vocational programs that you know are offered at your school right now.

4. From the same list, check any of these programs in which you are enrolled.

5. Check any of these programs that are *not* offered right now at your school, but which you might like to enter.

3.	4.	5.	
☐	☐	☐	None
☐	☐	☐	Agricultural Education
☐	☐	☐	Business and Office Education
☐	☐	☐	Distributive Education (Sales and Marketing)
☐	☐	☐	Health Occupations
☐	☐	☐	Home Economics
☐	☐	☐	Technical Education
☐	☐	☐	Trade and Industrial
☐	☐	☐	Other, please describe ______________________________

6. If you are *not* now enrolled in a vocational education program, which of the reasons listed below best describes why not. Check all that apply.

___ I'm not interested in vocational education
___ Parents don't want me to take vocational education
___ Vocational courses are not offered in my school
___ The courses I want are not offered
___ I was in it before and didn't like it
___ The courses are not very good
___ Courses are not offered at the right times for me
___ The courses cost too much
___ I don't have the right background or skills to enroll
___ Classes were filled
___ Vocational facilities are too far away
___ I don't have transportation
___ Vocational courses I want are not offered in my grade
___ Other reasons, please describe ______________________________
____

7. Many people have ideas on how much training and education they hope to get. From the list below, check those goals that come closest to your own desires. Check all that apply.

___ Don't know what my goals are
___ Leave high school before graduation
___ Finish high school
___ Get on-the-job training
___ Attend a vocational or technical school
___ Attend a 2 year community college
___ Attend a 4 year college or university
___ Other goal, please explain ______________________________
____

8. Sometimes problems come up that keep you from reaching your goal, that make it harder to reach, or that slow down your progress. Right now, do you think you will have any problems getting the education you said you hoped for in Question 7?

___ No, I don't see any problems → SKIP TO QUESTION 10
___ Maybe, I might have problems → ANSWER QUESTION 9
___ Yes, I *will* have some problems → ANSWER QUESTION 9

9. The following is a list of possible problems that different students sometimes have. As you see things now, which of these might become problems to you in finishing your education? Check all that might apply to you.

____ Courses cost too much, I can't afford it
____ I will need to get a job
____ I will have to go part-time
____ I won't be able to find what I want
____ I will have transportation problems
____ I might not meet the entrance requirements
____ My grades might not be good enough
____ I don't have the right background or skills to enroll
____ Classes are filled
____ Other reason, please explain ____
____

ABOUT YOUR CAREER PLANS

10. Many people have thought about what kind of job or career they hope to have. What jobs or careers interest you most? Write down the one you are *most* interested in as your *first* choice. You may list up to three choices. Please be specific and describe your choices in detail.

First Choice ____
Second Choice ____
Third Choice ____

11. If you chose any of the careers you listed in Question 10, what is the possibility that you could find such a job in your local community? Please check one box for each of the choices you listed above.

	Definite Job Opportunities Locally	Possible Job Opportunities Locally	Few or No Job Opportunities Locally	Don't Know
First Choice	☐	☐	☐	☐
Second Choice	☐	☐	☐	☐
Third Choice	☐	☐	☐	☐

12. Regardless of what might be available today, where would you *prefer* to work? Would you prefer to be employed in your local community, would you prefer to move away from your local community, or don't you have a strong preference either way?

___ Prefer to work in local community
___ Prefer to move away
___ I don't have a preference

13. Certain people may have been helpful to you in talking about jobs or careers. How helpful have the following people been to you in making decisions about your own career?

	Very Interested	Somewhat Interested	Not Very Interested	Undecided
Parents/Guardians	☐	☐	☐	☐
Other Relatives	☐	☐	☐	☐
Friends/Neighbors	☐	☐	☐	☐
Teachers	☐	☐	☐	☐
School Guidance Counselors	☐	☐	☐	☐

14. The following is a list of different items to help you in making career decisions. Please check how interested you would be in getting more information or assistance about each one.

	Very Interested	Somewhat Interested	Not Very Interested	Undecided
a. How to plan a career	☐	☐	☐	☐
b. Information about different jobs and careers	☐	☐	☐	☐
c. What jobs are available outside my local community	☐	☐	☐	☐
d. What jobs are available locally	☐	☐	☐	☐
e. Information about special kinds of training	☐	☐	☐	☐
f. Information about vocational education	☐	☐	☐	☐
g. Financial requirements to attend vocational school	☐	☐	☐	☐
h. Training required for a particular job	☐	☐	☐	☐
i. Other, please explain ________ ________	☐	☐	☐	☐

15. How *useful* do you think each one of the following is in helping people find jobs?

	Very Useful	Somewhat Useful	Not Very Useful	Don't Know
Career Counseling	☐	☐	☐	☐
Vocational Education Training	☐	☐	☐	☐
Job Placement Services	☐	☐	☐	☐

ABOUT YOU

The last few questions are called "demographics." Your answers to these questions allow us to compare the answers of men and women, different age groups, and so on.

16. Are you:

__Female
__Male

17. How old were you on your last birthday?

____
age

18. How would you describe the area where you live? Is it:

__Rural
__Small town (5,000 to 25,000)
__A suburb
__A city (over 25,000 people)

19. Do you presently live *on* or *off* a reservation?

__Live *on* a reservation
__Live *off* a reservation

Thank you for your help. If you have any other comments or ideas that you would like to share with us, please feel free to write them on this page.

SAMPLE SURVEY OF VOCATIONAL EDUCATION NEEDS OF INDIAN POPULATIONS

(Adult Survey)

Introduction

Vocational Education programs help people receive the kinds of training they need to find jobs. This survey is part of a project whose objective is to find out what types of vocational education American Indians would like to have. Your answers will help improve vocational programs for Indian people by giving very useful information to state vocational education agencies, local schools, and Indian communities. Please take your time in answering the questions and give us your honest opinions. This survey is *anonymous*—DO NOT put your name anywhere on this questionnaire.

ABOUT YOUR EDUCATION

1. What is the highest level of regular school or college that you have *completed?*

___ Grades 1 to 6 (Grade school)
___ Grades 7 to 9 (Junior high)
___ Grades 10 to 11 (Some high school)
___ Grade 12 (High school graduate)
___ Some community college, junior college, or technical school
___ Graduate of community college, junior college, or technical school
___ Some college
___ College graduate
___ Advanced study

2. Are you currently enrolled in any vocational education courses?

___ No → ANSWER QUESTION 3
___ Yes → ANSWER QUESTION 4

3. Which of the following reasons listed below best describe why you are not now enrolled in a vocational education program. Check all that apply.

___ I'm not interested in vocational education
___ The courses I want are not offered
___ I've been in vocational education before and didn't like it
___ The courses are not very good
___ Vocational facilities are too far away
___ The courses cost too much
___ I don't have transportation
___ Courses aren't offered at the right times for me
___ Programs were filled
___ I don't have the right background or skills to enroll
___ Other reasons, please explain ______________________________
____

IF YOU ANSWERED QUESTION 3, GO ON TO QUESTION 5.

4. From the following list, please check the kind of program you are in:

___ Agricultural Education
___ Business and Office Education
___ Distributive Education (Sales and Marketing)
___ Health Occupations
___ Home Economics
___ Technical Education
___ Trade and Industrial
___ Other, please describe ______________________________
____

5. Many people have ideas on how much training and education they hope to receive. From the list below, check off those goals that come closest to your own. You may check more than one.

___ I don't have plans to get additional education/training →
___ I'm uncertain right now → **SKIP TO QUESTION 8**
___ Finish high school
___ Get on-the-job training
___ Attend a vocational or technical school
___ Attend a 2 year community college
___ Attend a 4 year college or university
___ Other goal, please explain ______________________________
____

6. Do you think you will have any problems in getting the education you hoped for in Question 5?

___ No, I don't see any problems → **ANSWER QUESTION 8**
___ Maybe, I might have problems →
___ Yes, I *will* have some problems → **ANSWER QUESTION 7**

7. The following is a list of possible problems that different people sometimes have. As you see things now, which of these might become problems to you in getting additional education? Check all the might apply to you.

___ Courses cost too much, I can't afford it
___ I won't be able to find what I want at the right times
___ I won't have time
___ I won't be able to find what I want
___ I will have transportation problems
___ I might not meet the entrance requirements
___ Classes are filled
___ I don't have the right background or skills to enroll
___ Other reason, please explain ______________________________
____

8. To the best of your knowledge, which of the following are available in your community? Check all that apply.

___ G.E.D. (General Education Degree)
___ Community/Junior College
___ Technical Institute
___ Industry/Business sponsored training
___ CETA
___ YEDPA
___ Private vocational school
___ Evening adult programs
___ Public school continuing education programs
___ Other, please specify ______________________________
____

ABOUT YOUR OWN CAREER AND PLANS

9. Are you presently employed?

___ Yes, part-time, temporary (job will last less than 6 months)
___ Yes, part-time, permanent
___ Yes, full-time, temporary (job will last less than 6 months)
___ Yes, full-time, permanent
___ No, but looking for work
___ No, not presently looking for work

10. How interested are you in receiving job related training or additional training?

___ Very
___ Somewhat
___ Not Very → SKIP TO QUESTION 12

11. What kind of training would be most useful to you? Please describe fully.

____
____
____
____

12. How would you rate local job opportunities for the kind of work you presently do, or would like to do? (Check one.)

___ There are a *lot* of job opportunities in my community.
___ There are *some* job opportunities in my community.
___ There are *few* or *no* job opportunities in my community

13. Regardless of what jobs might be available today, where would you *prefer* to work?

___ Prefer to work in local community
___ Prefer to move away
___ I don't have a preference

14. The following is a list of different things that you might find useful in making career decisions. Please check how *interested* you would be in getting more information about or assistance concerning each one.

	Very Interested	Somewhat Interested	Not Very Interested	Undecided
a. How to plan a career	☐	☐	☐	☐
b. Information about different jobs and careers	☐	☐	☐	☐
c. What jobs are available locally	☐	☐	☐	☐
d. What jobs are available outside my local community	☐	☐	☐	☐
e. Information about vocational education	☐	☐	☐	☐
f. Information about special kinds of training	☐	☐	☐	☐
g. Financial requirements to attend vocational school	☐	☐	☐	☐
h. Training required for a particular job	☐	☐	☐	☐
i. Other, please explain ____________________ ____________________	☐	☐	☐	☐

15. How useful do you think each one of the following is in helping people find jobs?

	Very Useful	Somewhat Useful	Not Very Useful	Don't Know
Career Counseling	☐	☐	☐	☐
Vocational Education/ Training	☐	☐	☐	☐
Job Placement Services	☐	☐	☐	☐

ABOUT YOU

The last few questions are called "demographics." Your answers to these questions allow us to compare the answers of men and women, different age groups, and so on.

16. Are you:

___ Female
___ Male

17. How old were you on your last birthday?

____
age

18. How would you describe the area where you live? Is it:

___ Rural
___ Small town (5,000 to 25,000 people)
___ A suburb
___ A city (over 25,000 people)

19. Do you presently live *on* or *off* a reservation?

___ Live *on* a reservation
___ Live *off* a reservation

Thank you for your help. If you have any other comments or ideas that you would like to share with us, please feel free to write them on the back of this page.

SAMPLE SURVEY OF VOCATIONAL EDUCATION NEEDS OF INDIAN POPULATIONS

(Adult Interview Survey)

Introductory Statements

Hello (Hi), I am __________, and I am an interviewer for ____________________. 1

SHOW YOUR IDENTIFICATION 2

We are currently interviewing household adults living (on/in) ____________________ 3
(reservation/city). I would like to interview any persons living in the home who are over 18 years 4
of age or who have left high school. Is there such a person at the home right now? 5

If yes → Is that you? 6

If yes → We hope to obtain information which will help the (school, 7
state, tribe) ____________ to identify the kinds of 8
vocational training people living in this community want. 9
Results of the interviews will help improve vocational 10
education programs by providing useful information to 11
the Indian community, local schools, and state vocational 12
agencies. This household was included on the interview 13
schedule because ____________________ 14
____ STATE METHOD OF SELECTION ____. If it is 15
all right with you, I would like to begin the interview, but 16
first let me emphasize that your name will not be used in 17
conjunction with your answers. 18

BEGIN WITH FIRST QUESTION

If no → May I talk to that person now? → When person appears, QUOTE Lines 1-5 and 7-20.

If no → May I leave this self-explanatory questionnaire and instruction sheet?

LEAVE QUESTIONNAIRE AND INSTRUCTION SHEET

1. I would like to begin by asking you how far you went in school.

RECORD RESPONSE → ____________________

2. Are you currently enrolled in a vocational course or program?

___ yes   If yes → SKIP TO QUESTION 3

___ no   If no → SKIP TO QUESTION 4

3. What kind of program are you enrolled in?

RECORD RESPONSE → ____________________

4. Many people do enroll in vocational education for various reasons. Are there some reasons you have not enrolled?   PROBE FOR AT LEAST THREE REASONS

____

____

____

5. Do you have plans to get additional education/training?

___ yes   If yes → What kind of school or college do you plan to attend?

RECORD RESPONSE   ____________________

___ no   If no or don't know → SKIP TO QUESTION 8

___ don't know

6. Do you think you will have any problems in getting the education you hope for?

___ yes   If yes → GO TO QUESTION 7

___ no   If no → SKIP TO QUESTION 8

7. What kind of problems do you expect to encounter in getting the education you want?

PROBE FOR AT LEAST THREE PROBLEMS

RECORD RESPONSE → ___

___

___

8. I would like to ask you about the kinds of training which are available in your community. Do you know if any of the following training programs are available in your community?

Yes	No	
___	___	G.E.D. (General Education Degree)
___	___	Community/Jr. College
___	___	Technical Institute
___	___	Industry/Business sponsored training
___	___	CETA (Comprehensive Employment and Training Act)
___	___	YEDPA (Youth Employment Development Program Act)
___	___	Private vocational-trade school
___	___	Evening adult programs
___	___	Public school continuing education programs

Are there other programs that you are aware of that were not mentioned?

RECORD RESPONSE → ___

Now I would like to ask you some questions about your own career and plans.

9. Are you presently employed?

___ yes (if yes) Is your job →
- ___ Part-time, temporary (job will be less than six months
- ___ Part-time, permanent
- ___ Full-time, temporary (job will be less than six months)
- ___ Full-time, permanent

___ no (if no) Are you →
- ___ Looking for work
- ___ Not presently looking for work
- ___ Homemaker

10. Would you say that you are very, somewhat, or not at all interested in vocational training?

___ very

___ somewhat

___ not at all

If very or somewhat → GO TO QUESTION 11

If not at all → GO TO QUESTION 12

11. What kind of training would be most useful to you? RECORD RESPONSE

____

____

____

____

12. Would you say that there are a lot of opportunities, some opportunities, few, or no opportunities in your community for the type of work you do or would like to do?

___ a lot of opportunities	___ few opportunities
___ some opportunities	___ no opportunities

13. Regardless of what jobs might be available today, where would you prefer to work? In your local community or in another community?

___ local community	___ another community

PAUSE/READ

14. Now I am going to read a list of things that might be useful in making career decisions. As I read each item on the list, would you indicate whether you are VERY, SOMEWHAT, or NOT VERY interested in getting more information or assistance about each item?

READ AND CHECK RESPONSE

		Very Interested	Somewhat Interested	Not very Interested
a.	How to plan a career	___	___	___
b.	Information about different jobs and careers	___	___	___
c.	What jobs are available locally	___	___	___
d.	What jobs are available outside my community	___	___	___
e.	Information about vocational education	___	___	___
f.	Information about special kinds of training	___	___	___
g.	Financial requirements to attend vocational schools	___	___	___
h.	Training required for a particular job	___	___	___

PAUSE–READ ↓

i. Are there other items of interest? RECORD ↓

____

____

____

____

15. Now I am going to read a list of services which might be useful in helping people find jobs. As I read each item on the list, would you indicate whether they are VERY, SOMEWHAT or NOT VERY useful:

READ AND CHECK RESPONSE ↓

	Very Interested	Somewhat Interested	Not very Interested
a. Career Counseling	____	____	____
b. Vocational Education/ Training	____	____	____
c. Job Placement Services	____	____	____

PAUSE–READ

Now a final question about you so we can compare the answers of people of different ages.

16. What is your age? **RECORD** ____

FILL IN AFTER INTERVIEW IS COMPLETED AND YOU ARE ALONE

17. Sex of respondent ____ female ____ male

18. Describe the area in which the respondent lives by checking one of the following.

____ rural

____ small town (5,000 to 25,000 people)

____ a suburb

____ a city (over 25,000 people)

19. Does respondent live on or off a reservation? ____ on ____ off

SAMPLE SURVEY OF VOCATIONAL EDUCATION NEEDS OF INDIAN POPULATIONS

(Administrator Survey)

Introduction

The purpose of this survey is to begin a process of systematically determining the specific needs of American Indians for vocational education. The information you provide will help state vocational agencies, local schools, and Indian communities design relevant and responsive vocational programs for Indian people.

Some of the questions ask for specific details while others seek your professional opinion. We have intentionally kept the survey as short and specific as possible to minimize any inconvenience to you in completing it.

1. What type of school is this? (Check one in each column.)

(a)	(b)
____ Secondary	____ Public
____ Postsecondary	____ Private
	____ Bureau of Indian Affairs
	____ Other, please specify ______________________________
	____

2. We would like to find out enrollment and dropout information for your student body as a whole and for your Indian enrollment. Please use actual *numbers* when available and your best estimates when actual numbers are not available. Please record your figures on the chart on the next page of this survey.

Area of Study	Total Student Enrollment Sept. 1978	Total Dropouts Jan. 1979	Total Indian Enrollment Sept. 1978	Total Indian Dropouts Jan. 1979
General Education				
College Preparatory				
Vocational Education				
General/Voc. Ed.				
Other: ______				
TOTALS				

3. In which of the following areas does your school offer vocational education programs?

4. From the same list, in which areas should vocational education programs be started?

___ No additional programs are needed
___ ___ Agriculture Education
___ ___ Business and Office Education
___ ___ Distributive Education
___ ___ Health Occupations
___ ___ Home Economics
___ ___ Technical Education
___ ___ Trade and Industrial Education
___ ___ Other, please specify ______

5. What *specific course offerings* would you like to add to your curriculum in the future?

6. How many staff (full-time equivalents) do you have in Vocational Education for school year 1979-80? First list total staff and then those staff who are Indian.

Personnel Category	*Total Staff FTE*	*Indian Staff FTE*
Instructors	____	____
Counselors	____	____
Aides	____	____
Other	____	____
TOTAL	____	____

7. Does your school offer the following?

	Yes	*Not yet, but plan to*	*No*
Career Counseling	___	___	___
Job Placement Services	___	___	___

8. What are the three (3) most popular career interests of Indian students attending your institution or agency;

1. ____________________
2. ____________________
3. ____________________

THESE LAST QUESTIONS ASK FOR YOUR OPINIONS

9. From your experience, do Indian students have *more*, the *same*, or *less* difficulty than other students in finding jobs after graduation?

___ Indians have *more* difficulty finding jobs than other students. → ANSWER QUESTION 10

___ Indians have the *same* difficulty finding jobs as other students. → SKIP QUESTION 10

___ Indians have *less* difficulty finding jobs than other students. → SKIP QUESTION 10

10. Why, in your opinion, do Indian students have *more* difficulty finding jobs than other students?

Thank you for your help. If you have any other comments or ideas that you would like to share with us, please feel free to write them on this page.

SAMPLE SURVEY OF VOCATIONAL EDUCATION NEEDS OF INDIAN POPULATIONS

(Local Employer Survey)

Introduction

This survey is for general information purposes only and does not in *any* way place any obligations on your business. This survey is *anonymous* and *confidential.* DO NOT place your name or that of your business anywhere on this questionnaire.

1. What is your three-digit federal S.I.C. (Standard Industrial Classification) code, if it is known? (Business activity code on federal tax form.)

   ____________ Code (3 digits)
   If unknown, what is your major product or service? ____________________
   ____

2. How many persons do you normally employ?

   ______ Number of *full-time* employees (35 hours/week or more)
   ______ Number of *part-time* employees (less than 35 hours/week)
   ______ Number of *seasonal* employees

3. How many full-time and part-time positions do you estimate you will have over the next two years?

   ____________ in 1979 ____________ in 1980

4. From your own experience, how useful are *each* of the following to you in filling a job opening?

		Rarely or Never Use	Not very Useful	Somewhat Useful	Very Useful
a.	Advertising and Want Ads	☐	☐	☐	☐
b.	Application to Company, Walk-ins	☐	☐	☐	☐
c.	Private Employment Agencies	☐	☐	☐	☐
d.	Personal Reference, Word of Mouth	☐	☐	☐	☐
e.	School Cooperative Programs (Distributive Education, Cooperative Office Education, etc.)	☐	☐	☐	☐
f.	State Employment Service	☐	☐	☐	☐
g.	Vocational School Placement Offices	☐	☐	☐	☐
h.	College Placement Offices	☐	☐	☐	☐
i.	Other, please specify ____________ ______________________________	☐	☐	☐	☐

5. Of these, which one method do you find provides you most often with the best job candidates? If no one method is more effective than the others, write "none." If two or more are the most effective, write these down.

____

____

6. Does your business have a training program for new employees?

___ Yes, for all new employees

___ Yes, for some employees—specify who: ___________________________________

___ No, but one is being developed

___ No, not at this time

USE THE CHART BELOW TO ANSWER QUESTIONS 7, 8 and 9

7. Based on your experience and your projections, what kinds of jobs do you anticipate having openings for in the next two years? Please list a specific job title and/or specific job. If no openings are anticipated, skip to Question 10.

8. For each job listed, how many positions do you anticipate being open in the next two years?

9. For each job listed, what level of training do you think a successful applicant should have? Chack the one that applies.

JOB TITLE	Number of Openings	EDUCATION LEVEL					
		High School	OJT or Apprenticeship	Trade/ Technical School	Jr. College	College	Other

THESE LAST QUESTIONS ASK FOR YOUR OPINIONS

10. How useful do you think vocational programs can be in preparing prospective employees for your firm?

___ Very useful → ANSWER QUESTION 11
___ Somewhat useful → SKIP TO QUESTION 12
___ Not very useful → SKIP TO QUESTION 12

11. In which of the following areas should vocational programs be offered? (Check as many as apply.)

___ Agricultural Education
___ Distributive Education
___ Health Occupations
___ Business and Office Education
___ Technical Education
___ Trade and Industrial
___ Other areas, please describe ______________________________
____

12. Would you say that in general, Indian applicants for jobs are *as well* prepared as other applicants, *better* prepared, or *less* prepared?

___ Indians are *better* prepared
___ Indians are *as well* prepared
___ Indians are *less* prepared
___ No Indians apply

13. What particular skills training or education would you say Indians need to make them better job candidates?

____
____
____

Thank you for your help. If you have any other comments or ideas that you would like to share with us, please feel free to writem them on the back of this page.

INSTRUCTIONS FOR JOB MARKET ANALYSIS 1-4 [1]

State and Regional Manpower Data for Current Programs

The purpose of JMA 1-4 is to develop as complete a picture as possible of the state and regional job market both now and in the future, as it relates to vocational programs *currently* being offered in the local community.

Column 1 – List each *type of employment* for which a program is currently preparing students; e.g., "carpentry," "auto mechanics," etc. It may be desirable to leave 2 or 3 lines for each area, as there may be data available from 2 or 3 sources. (Use additional sheets.)

Column 2 – List the source of data used to identify these areas of employment; e.g., Manpower Report to the President, etc. As mentioned, there may be 2, 3, or more sources of data for each area of employment, with one line for each source. The sources of data are in the Data Sources, this section, page 62.

Column 3 – List the *current level of employment* mentioned in each data source for each area of employment; e.g., "25,400." For a given area, such as carpentry, the current level *should be* about the same as each data source.

Column 4 – List the *projected annual level of demand* for each employment area. This may be given in all or only some of the data sources listed for that area. The annual level of demand is the number of jobs open (through expansion and replacement) each year in that kind of employment. This number is a projection based on past trends and might be quite different in different sources. However, all data should be listed so that at least a general trend can be noted for that area of employment. The annual level of demand should be listed, if available, for the next year and five years hence (note the years at the top of the column). If that is not available, list whatever information is, and note the years at the top.

Column 5 – This column is (perhaps) the most important. The idea is to list the percentage increase in jobs available over a five-year period for that area of employment; e.g., "50%" indicates that a 50% increase will be expected over the course of the next five years. If specific data is not available, it should be possible to use the data in the preceding columns to discern a trend of expansion or contraction in that employment area, and the degree relative to other areas of employment. For example, it might be noted that the area has experienced "great increase" or "moderate increase" or "slight increase" or "remained stable" or experienced "slight decrease" or "great decrease," etc.

Column 6 – List each *current vocational program* area (e.g., Trades and Industry, etc.).

Column 7 – Use this column to make any comments to expand on or clarify the data.

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[1] New Hampshire Needs Assessment Handbook for Vocational Education Planning

STATE AND REGIONAL DATA FOR CURRENT PROGRAMS

Task: Job Market Analysis-1

Date Prepared: ______________

Community: ______________________

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
Type of Employment	Source of Data	Current Level of Employment	Projected Annual Level of Demand 19___ to 19___	Percentage of Change/ or Trend	Needed Vocational Programs	Comments

INSTRUCTIONS

JMA-2

State and Regional Data for Needed Programs

The purpose of JMA-2 is to develop a method of comparing the job market to training needs in specific areas of employment. Training programs are not currently offered in these areas of employment, but they are being considered and may be offered in the future.

The instructions for JMA-2 are exactly the same as for JMA-1. Data sources for JMA-2 are shown in the Data Sources, this section, page 65.

Column 1 – List each *type of employment* in which training is currently not offered, but on which it is desired to collect data; e.g., conservation officers. This list will be expanded over time as other programs are requested or considered.

STATE AND REGIONAL DATA FOR NEEDED PROGRAMS

Task: Job Market Analysis-2

Date Prepared: ______________________

Community: ______________________

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
Type of Employment	Source of Data	Current Level of Employment	Projected Annual Level of Demand 19___ to 19___	Percentage of Change/ or Trend	Needed Vocational Programs	Comments

INSTRUCTIONS
JMA-3

Local Data for Current Programs

The purpose of JMA-3 is to develop as complete a picture as possible of the local job market, both now and in the future, in terms of programs *currently* being offered in the local community.

The instructions for JMA-3 are exactly the same as for JMA-1 except that local data is used for each area of employment listed in JMA-1. Data sources for JMA-3 are shown in Local Data Sources, this section, page 67.

LOCAL JOB MARKET

Task: Job Market Analysis-3

Date Prepared: ____________________

Community: ______________________

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
Type of Employment	Source of Data	Current Level of Employment	Projected Annual Level of Demand 19___ to 19___	Percentage of Change/ or Trend	Needed Vocational Programs	Comments

INSTRUCTIONS

JMA-4

Local Job Market Data for Needed Programs

The purpose of JMA-4 is to develop a picture of the needs of the job market and how these needs should affect training offered in the community.

Column 1 –	List each *type of employment* not currently offered, but on which it is desired to collect data; e.g., "dental hygienist." This list will be expanded over time, as other programs are requested or considered.
Column 2-6 –	Same as JMA-1 with data sources shown in Local Data Sources, this section, page 67.

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LOCAL JOB MARKET DATA FOR NEEDED PROGRAMS

Task: Job Market Analysis-4

Date Prepared ____________________

Community ________________________

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
Type of Employment	Source of Data	Current Level of Employment	Projected Annual Level of Demand 19___ to 19___	Percentage of Change/ or Trend	Needed Vocational Programs	Comments

INTRODUCTION TO EXEMPLARY PROGRAMS

Exemplary vocational programs are identified by their innovative and unique approaches in the accomplishment of stated goals and objectives and are deemed worthy models for others to emulate.

As a result of the needs assessment, new programs and new methods for meeting needs related to training must be developed. This section of the Integrated Planning Package was developed as an aid to program planners. Information has been systematically gathered to provide a listing of programs which have been successful in meeting the training needs of Indian populations. In addition, each program is placed on a matrix for easy reference so planners can locate programs which would provide information for the development of similar programs. Names and addresses of contact persons are included in an abstract of each program.

The matrix which follows provides a means by which a user can obtain a rapid and descriptive picture of each program. The programs are listed in alphabetical order in the left hand column of the matrix. Descriptors are located at the top of the matrix. For example, taking the program title, Acoma Community Adult Education Program, the matrix yeilds the following: adult education, bilingual, entrepreneurship, and trade and industrial program.

If the user has a specific interest, for example in handicapped programs, a quick glance at the handicapped descriptor column of the matrix would rapidly identify any of the exemplary programs addressing that specific area.

All of the contact persons have given their permission for including their program in this listing. They have also agreed to answer questions about their programs. It is important to realize that they are busy persons; therefore; please have the questions you want answered ready when you contact them.

This portion of the planning package also contains information gathered from an indepth examination of seven exemplary programs. This will provide more specific information about why programs are successful; how the programs are administered, funded, and organized; and other specific information which would be helpful to program developers. This information was gathered through site visits and careful review of all aspects of the programs.

EXEMPLARY PROGRAMS	Adult Education	Agricultural	Bilingual	Business and Office	Counseling	Distributive Education	Entrepreneurship	Handicapped	Health	Home Economics	Postsecondary	Secondary	Technical	Trade and Industrial	Urban
Acoma Community Adult Education Program	✓		✓				✓				✓			✓	
Agriculture Training Program for Small, Independent Native American Farmers	✓	✓					✓						✓		
Basic Education and Machine Shop Training	✓		✓										✓	✓	
A Bilingual Vocational and Technical Intensive-Study Training Program			✓								✓				
Career Studies Program at the College of Ganado	✓														
Chickasaw Nation of Oklahoma Paramedical Training Program	✓								✓		✓				
Choctaw Vocational Program			✓	✓			✓				✓	✓	✓	✓	
Clerk/Typist Program				✓							✓				
DISCOVER: Design for Indian Students through Cooperative Opportunities in Vocational Education and Research		✓		✓			✓		✓		✓		✓	✓	
Electronics Technician Training Program	✓												✓	✓	
"E SU PU NEE GE, NU SA BE DA GUAKU" You Show Me, I'll Learn	✓				✓		✓						✓	✓	
Forestry Technology Program							✓				✓		✓		
Fort Belknap Vocational Education Project		✓		✓	✓						✓		✓		

EXEMPLARY PROGRAMS	Adult Education	Agricultural	Bilingual	Business and Office	Counseling	Distributive Education	Entrepreneurship	Handicapped	Health	Home Economics	Postsecondary	Secondary	Technical	Trade and Industrial	Urban
The Gila River Career Center Nursing Programs									✓		✓				
The Grand Portage Self-Help Housing Project	✓										✓			✓	
Hannahville Indian Action Program	✓												✓	✓	
Heavy Equipment Maintenance and Operation											✓		✓	✓	
Hopi Talent Search Program	BROKERAGE														
Horticulture Training Program	✓	✓					✓						✓		
Indian Action Program	✓	✓		✓			✓						✓	✓	
Indian Action Team	✓													✓	
Institute for Native American Development	✓				✓			✓							✓
Kings Emporium				✓								✓			
Metal Fabrication and Small Business Management	✓			✓		✓	✓				✓		✓	✓	
Native American Career Education in Natural Resources											✓		✓		
The Navajo Mental Health Project	✓								✓						
Nett Lake Carpentry Program	✓										✓		✓	✓	
Open Access, Satellite Education Services (OASES)	✓				✓		✓				✓				

EXEMPLARY PROGRAMS	Adult Education	Agricultural	Bilingual	Business and Office	Counseling	Distributive Education	Entrepreneurship	Handicapped	Health	Home Economics	Postsecondary	Secondary	Technical	Trade and Industrial	Urban
A Personalized Wholistic Approach Program for the Exceptional Juvenile			✓		✓							✓			
Postsecondary Bilingual Vocational Education Project	✓		✓										✓	✓	
Ramah Navajo Adult Vocational Training Project	✓	✓		✓										✓	
San Juan Bilingual Vocational Training Program			✓						✓		✓				
St. Croix Indian Action Program				✓			✓		✓				✓	✓	
Wisconsin Indianhead Technical Institute	✓														
Youth Employment Training Project (YETP)	✓												✓	✓	

IDENTIFYING EXEMPLARY PROGRAMS

For the purpose of this package, exemplary programs are operational programs which have met and/or are meeting a specific and identified needs for vocational education within a given Indian community or tribe. Programs included in this section were considered without regard to the sponsoring institution or agency under which the training was being conducted. This review of exemplary programs serves to identify vocational programs which are unique to Indian population in terms of organization, clients served, and education provided.

It is important to note that there are many other vocational education programs which are not unique to Indian populations, but are successful in meeting identified vocational training needs.

The Search

In order to identify programs that were meeting specific vocational education needs of Indian populations, a review of the literature was conducted, and exemplary programs were identified in the following manner:

- A search of the ERIC document collection and other publications pertinent to vocational education was conducted.
- A request for nomination was included in the project newsletter *Focus.*

Additional exemplary programs were identified by one of the following alternative means:

- Nominations from the project's consultant committee
- Observation of programs by project staff
- Contact with tribes who were known to have outstanding vocational programs
- Nominations from Indian educational organizations
- Nominations from state vocational education agencies
- Nominations from pilot site representatives

ACOMA COMMUNITY ADULT EDUCATION PROGRAM

Pueblo of Acoma
P.O. Box 309
Pueblo de Acoma, New Mexico 87034

Contact Person: Fred Garcia
(505) 552-6626

This bilingual adult education program is sponsored by the Bureau of Indian Affairs. Woodworking and cabinet making are two offerings which enable adults to gain and/or upgrade their vocational skills. Since the program started, other cultural offerings have been added. Among them are weaving, sewing, leather craft, and native cooking. Emphasis is now being placed on G.E.D. classes.

Twenty persons are currently enrolled and are taught by nine instructors, all of whom are American Indians. Of the latest completers, eighteen out of twenty-two found jobs in woodworking and cabinet making and are very satisfied with the training they received.

AGRICULTURE TRAINING PROGRAM FOR SMALL, INDEPENDENT NATIVE AMERICAN FARMERS

Gila River Career Center
Sacaton, Arizona

Contact Person: Mr. Pat Harrington
(602) 836-2950

This postsecondary and/or adult education program is under the sponsorship of CETA and F.H.A. . It is intended to provide area farmers with the knowledge and skills they need to improve their agricultural production. Offerings are in the areas of agronomy, irrigation, soils, pest control, and record keeping, received both in the classroom setting and on each student's farm.

The staff consists of two agriculture instructors and two Indian aides. They serve approximately thirty persons, all of whom are Indians.

Meetings of the farmers are arranged periodically for their reaction to the training in terms of the results they are having. This information is vital to program evaluation.

BASIC EDUCATION AND MACHINE SHOP TRAINING

Kickapoo Tribe of Oklahoma
P.O. Box 58
McCloud, Oklahoma 74851

Contact Person: Gary Davis
(405) 964-2070

Through the funds of the U.S. Office of Education, this program was developed to provide training in machine shop operation for Kickapoo Indians. Trainees are given help in locating jobs upon program completion.

Two native interpreters assist the Instructors in providing basic education for these non-English speaking adult students. This bilingual effort is one of the main emphases of the program.

Of the thirteen students previously enrolled, three have been employed and two others are awaiting the arrival of machinery so they can begin work. This venture is one of the tribe's most successful.

A BILINGUAL VOCATIONAL AND TECHNICAL INTENSIVE-STUDY TRAINING PROGRAM

Kuskokwin Community College
Vocational Education
P.O. Box 368
Bethal, Alaska 99559

Contact Person: Nicholas Haiducek, Program Director
(907) 543-2621

Funding for this program is provided by Title VII of the Indian Education Act. Its overriding goal is to enable Eskimo Indians who live in the area served by the college to remain in their villages and receive special bilingual/bicultural training to become education teacher aides. This training satisfies the requirements of the first two years of college, after which trainees can transfer to the four year institution to qualify as certified teachers for the State of Alaska and/or seek employment.

The main emphasis of the program is providing a person with a beginning college education and an opportunity to be gainfully employed while pursuing teacher certification without having to leave home. One of the instructors is of Native American background.

Evaluation is done through contracts made with an outside firm (not associated with the program). This activity is based on program guidelines. Less informal evaluation is based on numbers of completers who are placed and their performances. There is also high community appreciation of the possibilities arising out of the program.

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CAREER STUDIES PROGRAM AT THE COLLEGE OF GANADO

The College of Ganado
Ganado, Arizona 86505

Contact Person: Betty M. Rasco, Director
(602) 755-3442

The Career Studies Program is CETA funded and is designed to train adults for specific skills which will help them meet the requirements for jobs offered on or off the reservation. Specific concerns focus on providing (1) general literacy, basic education, and job skills leading to employment, (2) enrichment experiences through general education, (3) opportunities for interaction of program students with college students, (4) incentives for students to assess their educational goals, and (5) opportunities for them to continue education.

Most of the materials used for instruction are developed on-site by project staff, ten of whom are Native Americans. Input from the students plays a very important part in needs assessment for program planning.

The program is evaluated both by the state and local (tribal) authorities. Instruments are developed internally (by the Career Studies personnel) to determine student interest, acquisition of skills taught, and the number of students finally receiving placement.

CHICKASAW NATION OF OKLAHOMA PARAMEDICAL TRAINING PROGRAM

Chickasaw Nation of Oklahoma
P.O. Box 1548
Ada, Oklahoma 74820

Contact Persons: Overton James, Program Director and
Kennedy Brown, Director of CETA
(405) 436-2603

The program is part of the Economic Stimulus Program of the U.S. Department of Labor. The purposes of the program are to provide skill training to move people into nursing careers and to prepare Indian students for jobs in the Indian Health Service.

The training is provided at the high school level and is designed to prepare postsecondary and adult students with skills beyond that necessary for initial entrance into the career field. The program is based on information obtained from an intensive needs assessment.

Currently, fiteen students are enrolled. Of the twenty-four program completers, eighty percent have been placed in nurse's aid jobs and some of the remainder are in the LPN training. Skill achievement along with the placement record provide information for program evaluation.

CHOCTAW VOCATIONAL PROGRAM

Missippippi Band of Choctaw Indians
Tribal Education Department
471 Evergreen Street
Philadelphia, Mississippi 39350

Contact Person(s): Kenneth York or
Maggie Wells
(601) 656-5813

This bilingual program, sponsored by the U.S. Office of Education, is designed to train ten Indian students each year for occupations in electricity, electronics, agriculture-horticulture, and wood and metal trades. It also has small business management courses which train Indian students wishing to operate businesses in the community.

The program serves secondary and postsecondary students. It integrates vocational education into the broader concept of community development. As a part of community development, the program is training Choctaws to train others in their tribe in starting and operating small businesses. A placement service is provided for students.

Cooperation with the local CETA program, the Bureau of Indian Affairs, and the Indian Health Service has been very helpful in establishing the program. There are no completers yet, but business is already looking to this program to satisfy many of its personnel needs.

CLERK-TYPIST PROGRAM

Menominee Indian Tribe of Wisconsin
Menominee Tribal Education
P.O. Box 397
Keshena, Wisconsin 54135

Contact Person: Virginia Nuske
(715) 799-3104

The North Central Technical College of Wausau cooperates with the Menominee Indian Tribe to provide one year of postsecondary training to its students in clerk/typist occupations. (An account clerk program is scheduled to begin August 20, 1979.) Completers are assisted in finding jobs. Credits for this one year (on reservation) course can be used toward the associate degree at the college.

The program is funded jointly by federal and local (tribal) monies. Approximately ninety percent of the students who have completed the course have found placement. This information is used in determining the success of the program.

DISCOVER
DESIGN FOR INDIAN STUDENTS THROUGH COOPERATIVE OPPORTUNITIES IN VOCATIONAL EDUCATION AND RESEARCH

Little Hoop Community College
Fort Berthold College Center
Turtle Mountain Community College
United Tribes Education Technical Center

Contact Person: Clarke L. Marion
Turtle Mountain Community College
Box 340
Belcourt, North Dakota 58316
(701) 477-5693

The purpose of this program is to establish localized, accredited, postsecondary instruction in vocational education for utilization by Indian students. It is the outworking of a consortium of many educational agencies throughout the state who have combined efforts to plan, coordinate, and provide vocational education to postsecondary students in North Dakota.

The program is sponsored by the U.S. Office of Education under Pub. L. 94-482, the Education Amendments of 1976. Eighty percent of its instructors are Native American.

Each of the agencies involved provides training in at least one of the following areas: business management, farm and ranch management, secretarial occupations, licensed practical nursing, photo journalism, carpentry, electricity, plumbing, heating, ventilation and air conditioning, construction, and printing. Comprehensive surveys of needs are done to determine course offerings.

Evaluation of the program is done on the basis of the interest (or lack of it) shown by the students, their skill achievement, and job placement.

ELECTRONICS TECHNICIAN TRAINING PROGRAM

North Dakota State School of Science
708 Dakota Avenue
Wahpeton, North Dakota 58075

Contact Person: John Larsen
(701) 671-3802

This vocational program trains employees of a private electronics company to upgrade skills for their present occupations. The program is open to adult students employed by Turtle Mountain Corporation. Turtle Mountain Corporation is located adjacent to the reservation and is participating in this program to insure qualified workers for its production.

CETA funds are used for tuition, supplies, and cost of instruction. Instruction is supplied by North Dakota State School of Science and is tailored to develop the employees competencies needed to perform their jobs. Evaluation is based upon the performance of trainees in relation to the objectives of the course.

"E SU PU NEE GA, NU SA BE DA GUAKU"
"YOU SHOW ME, I'LL LEARN"

Yerington Paiute Tribe
171 Campbell Lane
Yerington, Nevada 89447

Contact Person: James D. Bednark, Director
(702) 463-3301

The purpose of this program is to train Indian adults in vocational skills and to assist the trainees in finding jobs both in local private businesses and projected tribal enterprises. One of the key ideas in the development of the program is the integration of individual and tribal self-sufficiency as interdependent activities. This program, sponsored by the U.S. Office of Education, provides skill training in advanced welding, auto mechanics, and cultural arts (beading, basketry, and tanning by hand).

Some early evidence of program success is found in the positive response of outside groups and individuals who have utilized the skills and marketed the goods developed during the program. The tribe is also considering the establishment of tribal enterprises that will make use of the trainees' skills. The cooperation of the local community college has provided a counseling component in the form of interest and skill testing, development of job-seeking skills, and on-site job explorations in private businesses.

Currently, there are fifteen students (five in each area) in the program. All five instructors are Indian.

FORESTRY TECHNOLOGY PROGRAM

Salish-Kootenai Community College
P.O. Box 1020
Ronan, Montana 59855

Contact Person: Jerry Slater
(406) 676-4650

This program leads to the associate's degree in forestry technology and is especially intended to train Salish-Kootenai tribal members for the management of tribal forests. Funding has been made possible through the Bureau of Indian Affairs.

A high percentage of the twenty-five (or more) persons who are served remain in the program only to take specially selected courses. Approximately twenty-five percent continue to program completion which requires a minimum of four years since classes are scheduled only during the evening hours. Students are usually employed by the tribes in a CETA day program where they gain practical experience relating to forestry technology.

All graduates receive placement as forestry supervisors. The demand far outnumbers the supply.

FORT BELKNAP VOCATIONAL EDUCATION PROJECT

Fort Belknap Community Council
Fort Belknap Agency
Box 249
Harlem, Montana 59526

Contact Person: Clarena M. Werk
(406) 353-2205

This program, sponsored by the U.S. Office of Education, awards a one year certificate of completion to those who complete its postsecondary offerings. Courses and workshops are given in the areas of farm and ranch management, business management, animal husbandry, livestock production, and life-coping skills.

The selection of occupational offerings was based on a comprehensive needs assessment. Counseling is also provided to aid students in their career planning and placement.

During the project year, two external evaluations are completed, one interim and one final evaluation. In addition to these, internal evaluations are done on a regular basis. These take into account student interest and job placement.

Monthly reports are made to a seven member board which consists of Indian parents, educators, and tribal council members.

There are ten students enrolled in agricultural occupations and ten in business.

THE GILA RIVER CAREER CENTER NURSING PROGRAMS

Gila River Career Center
Sacaton, Arizona 85247

Contact Persons: Linda Honaker or
Alice Gilliland
(602) 836-2950

The purpose of this federally funded program is to provide an opportunity for Native Americans involved in health occupations to upgrade themselves from Nurse's Aides to Licensed Practical Nurses (LPNs) or from LPNs to Registered Nurses (RNs). A major thrust of the program is to enable enrollees to pass the board examinations in conjunction with receiving the associate degree from Central Arizona Community College. Efforts to enroll aides in the professional nursing program have been extremely successful.

Courses are taught by two instructors who are both Native Americans. Instruments are developed internally for evaluating the program. Student interest, skill achievement, and the number of students finding jobs are important measures of program success.

THE GRAND PORTAGE SELF-HELP HOUSING PROJECT

Duluth Area Vocational School
2101 Trinity Road
Duluth, Minnesota

Contact Person: Bill Meyers, Supervisor
Special Needs
(218) 722-2801

The project is a cooperative effort between the Duluth Area Vocational School and the Minnesota Chippewa Tribe. Funding has been provided through the Department of Housing and Urban Development and the State of Minnesota. The object of this project is to provide training for postsecondary and/or adult tribal people in the areas of basic carpentry and home remodeling, with the expectation that they will be able to build their own homes.

The project employes three Native American instructors who also help completers find employment in local housing programs or in other related fields. Approximately sixty percent of the trainees are placed. Similar training programs exist on the Nett Lake, Millie-Lac, Found-du-Lac, and Lake Vermillion reservations.

Formal evaluation is conducted periodically by state evaluators. Evaluations of a less formal nature are done by instructors on the basis of the reception of the program by the students and their performance in work situations.

HANNAHVILLE INDIAN ACTION PROGRAM

Hannahville Indian Community
Route 1
Wilson, Michigan 49896

Contact Person: Roger D. L. Dault
(906) 466-2611

The purpose of this program is to train managers and workers to operate a tribally owned residential construction company. The program includes training in electricity, carpentry, masonry, plumbing, heating, and landscaping.

Adults in the program have three to four hours of on-the-job training per day constructing three houses, two hours of related class, one hour of Indian language, and one hour or general education development. These trainees have also been involved in community emergency functions during fires and in rebuilding structures damaged as a result of these fires.

There is one Native American instructor and thirteen students. All trainees will be able to work for the tribal residential construction company as soon as it is established.

HEAVY EQUIPMENT MAINTENANCE AND OPERATION

The Minnesota Chippewa Tribe
P.O. Box 217
Cass Lake, Minnesota 46633

Contact Person: Michael J. Peacock
(218) 335-2252

This is a reservation-based training program in cooperation with the Staples Minnesota Area Vocational Technical Institute. Its purpose is to train postsecondary students to maintain and operate heavy equipment and thus fill jobs which are important to the development of the reservation.

The effort is funded by state and tribal monies. One Native American instructor is employed. Upon completion of the program, 100 percent of the trainees find jobs in the area in which they are trained.

HOPI TALENT SEARCH PROGRAM

The Hopi Tribe
Education Department
P.O. Box 301
Oraibi, Arizona 86039

Contact Person: Lorena Elmer
(602) 734-2445

This program is sponsored by the Hopi Tribe and provides education referral services for Hopi Indians. The all-Hopi staff provides information on opportunities for postsecondary study, career counseling, work study, and placement through CETA programs. Counseling in the subject of life-living off the reservation is also an important emphasis of the program.

The staff of five are all Indians and serve approximately 300 students each year. Evaluation of the program is based upon the number of students who are admitted to postsecondary schools.

HORTICULTURE TRAINING PROGRAM

Cherokee Nation
P.O. Box 948
Tahlequah, Oklahoma 74464

Contact Person: Bob Hathaway
(918) 456-0671

This is a coordinated effort between the Economic Stimulus Program, Job Corps, and the Cherokee Nation. Its purpose is to prepare skilled employees to fill job openings in the rapidly expanding horticulture industry. Training is provided in the areas of orchard and nursery management, landscape design and installation, and greenhouse management and maintenance.

The training combines closely integrated classroom and work experiences. Students receive the minimum hourly wage for a forty hour work week for the duration of the program. There are twenty-four students receiving training on the tribally owned and operated orchard, greenhouses, and nursery under three instructors, two of who are of Cherokee decent. Planned evaluation will be on the basis of job placement and tribal business success.

INDIAN ACTION PROGRAM

The San Carlos Apache Tribe
P.O. Box 1000
San Carlos, Arizona 85550

Contact Person: Dr. Roland W. Williams
(602) 475-2337

The major goal of this program is to continue providing a tribal-based skills training and educational program which will assist tribal members to meet the manpower and skills needs identified on the San Carlos Apache Indian Reservation and in local off-reservation communities. The program provides training in plumbing, carpentry, painting/drywall, electrical, masonry, mechanics, small business management, heavy equipment operation, farm and ranch management, and union apprenticeship plumbing.

These trainees receive a minimum of 400 hours of classroom work and approximately 1510 hours of on-the-job training in a one-year program of road building and land preparation, building trades, auto and heavy equipment maintenance, and small business enterprises.

Ten instructors, eight of whom are Apache Indians, assist approximately eighty students in this federally funded project. Evaluation is based upon the placement and performance of students subsequent to training.

INDIAN ACTION TEAM

Seminole Tribe of Florida, Inc.
6073 Stirling Road
Hollywood, Florida 33024

Contact Person: Jacob Oscoella
(305) 791-0920

The purpose of this federally funded program is to train adult persons to become employable in skills that can be used on the reservation in community development projects. Three skill areas are taught: carpentry, plumbing, and electrical wiring. Emphasis is on practical application of skills. Presently, trainees are participating in the construction of a fire station and a clinic.

Currently, twenty students are enrolled. On-reservation jobs are becoming available to program completers in tribal departments such as residential maintenance and utilities.

Of the three instructors one is Indian. Program Evaluation is based on skill schievement.

INDIAN ACTION TEAM

Saginaw-Chippewa Indian Tribe
7070 E. Broadway
Mt. Pleasant, Michigan 48858

Contact Person: Gary Franks, Program Director
(517) 772-5700

This program was developed to train adults to be employable in construction technology. The tribe provides the work projects for the trainees. The Bureau of Indian Affairs, Indian Technical Assistance Program, funds the project. Instruction is provided on-site by Middle Michigan Community College.

A one-year certificate of completion and a two year associate of arts degree are offered to trainees in the program. Currently, there are thirteen trainees. None has yet completed the program.

INSTITUTE FOR NATIVE AMERICAN DEVELOPMENT

Truman College
1145 Wilson Avenue
Chicago, Illinois 60640

Contact Person: Michael Limas
(312) 878-1700

This program will provide an assessment service for urban Indian population in the Chicago area. The program is sponsored by the Illinois State Department of Education and Truman College. A needs assessment was conducted to identify the Indian populations in Chicago and determine individual needs.

The program will provide a thorough skills, abilities, and interest assessment of each individual and develop a career plan. The career plan will be implemented in one of four ways:

1. Individuals needing basic education will be placed in appropriate programs in other agencies and reassessed on completion.
2. Individuals with problems requiring special considerations such as mental or physical handicaps will be referred to appropriate organizations for aid and/or vocational training.
3. Individuals prossessing job skills will be provided career counseling and placement.
4. Individuals with the ability to participate in vocational education will be placed in appropriate programs in the Chicago area.

Support for people in the various programs above will be accomplished through cooperation with CETA programs and work placement as part of the training. The program will provide individual tutorial help to support the vocational training and cultural awareness.

The program expects to serve 200-300 people with approximately 100 enrolled in vocational programs.

KINGS EMPORIUM

Chinle High School
P.O. Box 587
Chinle, Arizona 86503

Contact Person: Don Haines
602) 674-3481

This program is a clerical and office education procedures simulation of the business office of a ten-department commercial enterprise. Its purpose is to demonstrate to students how learned skills can be applied in real situations.

The class is a two hour block with skills taught during the beginning of the school year and the simulation during the remainder of the school year. Students who have been placed following completion of the program report that the simulation aided them in becoming accustomed to work situations. This information is vital for the evaluation of the program.

Funding is provided by state government and other local sources.

METAL FABRICATION AND SMALL BUSINESS MANAGEMENT

Bismark Junior College
Intensified Training Center
Bismark, North Dakota 58554

Contact Person: Gordon Dietrick, Director
(701) 663-6532

The North Dakota State Board of Vocational Education, local CETA programs, and the Standing Rock Tribal Council have cooperated to provide this program through Bismarck Junior College. The purpose is to develop a tribally owned, managed, and operated metal fabricating business on the Standing Rock Reservation.

The program is designed to meet individual needs of five adult Sioux Indians who are developing the business. Instruction is provided on-site as the need arises and is identified by these people. As the business develops, the following courses are provided: welding, fabrication, assembly line setup, painting, inventory systems, cost accounting, marketing, and distribution, and methods of attracting new business.

The degree to which the business evolves, becomes established, and succeeds will show the degree to which skills have been acquired and internalized. Evaluation is based upon the degree to which a successful business is established.

NATIVE AMERICAN CAREER EDUCATION IN NATURAL RESOURCES

Humboldt State University
McMahan House 80
Arcata, California 95521

Contact Person: David Jackson, Program Director
(707) 826-4994

This state-funded program is designed to provide postsecondary training with the view of placing American Indians on reservatioins to manage federal trust natural resources. B.S. and M.S. degrees in Natural Resources are granted by the university. Included among the specified areas for individual students are Park Management, Oceanography, Environmental Education, Environmental Engineering, Forestry, Fisheries, Watershed, Range, Resource Planning and Interpretation, and Wildlife.

In addition to two full-time and two part-time instructors, the services of guest lecturers are utilized. Three of the instructors are Indian. During and upon completion of their training, all of the students who apply, receive jobs in the areas for which they are trained. Records of job placement and follow-up information on the performance of these students provide the evaluation of the success of the program.

THE NAVAJO MENTAL HEALTH PROJECT

Rough Rock School Board, Inc.
Chinle, Arizona 86503

Contact Person: John Dick, Director
(602) 728-3311

The program calls for a select number of Navajo medicine men and/or women to teach a ceremony that they know to an apprentice or trainee. Currently, there are ten trainees in the program.

The purposes of the project are to train Navajos to become medicine men and women, who will then work with the community clinic on health problems affecting the community; and to insure the continuance of traditional Navajo medicine ceremonies.

The school for medicine men and women is the only school of its kind in the United States and has been in operation since 1975. The program has been in operation for three years and has received an additional five year contract from the National Institute for Mental Health.

NETT LAKE CARPENTRY PROGRAM

The Minnesota Chippewa Tribe
P.O. Box 217
Cass Lake, Minnesota 56633

Contact Person: Michael J. Peacock
(218) 335-2252

This program is designed to train postsecondary persons for jobs in construction work on the reservation. The reservation-based program is provided by the Staples, Minnesota Area Vocational Institute under one Indian instructor.

Work experience is provided on houses and other buildings being constructed on the reservation. Upon completion of training, students can become tribal employees. Scholarships, which include salaries, are provided by the tribe.

Currently, there are ten students in the training program. Funding is provided by state and local sources.

OPEN ACCESS, SATELLITE EDUCATION SERVICES (OASES)

American Indian Training and Employment Program (CETA)
334 S.W. 26th
Oklahoma City, Oklahoma 73109

Contact Person: Bob Giago
(405) 631-7649

The goal of this program is to assist Oklahoma County Indian residents in becoming self-sufficient. The CETA funded program serves approximately 300 adults per year. A staff of twenty-two, all of whom are Indian, provide services which include career counseling, training placement, and job placement. In addition, three training options are offered, These are work experience, classroom training, and on-the-job training. The program also provides referral to other service agencies.

Besides the responsibilities mentioned above, the project has two unique aspects: (1) providing cultural sensitivity training for employers, and (2) offering secretarial courses which combine classroom experience on the college campus and at the Indian Center. Evaluation of the program is built around the number of positive and nonpositive terminations.

A PERSONALIZED WHOLISTIC APPROACH PROGRAM FOR THE EXCEPTIONAL JUVENILE

Citizen Band Potawatomi Indians of Oklahoma
Route 5, Box 151
Shawnee, Oklahoma 74801

Contact Person: Gayla Heckman, Counselor
(405) 275-3121

This is a CETA-sponsored, bilingual program for male Indians who have been adjudicated twice for crime. The purpose of the program is to assist juvenile delinquents to become self-sufficient and to function in society.

This is an alternative program to placement in a correctional institution. Dormitoris are provided, and trained counselors work with the juveniles to determine what kinds of education best suits their individual needs. Career exploration and awareness are emphasized, and a plan is developed. Then appropriate vocational programs are selected, and work experience is arranged. Transportation is provided to nearby high schools or vocational schools. The staff also provides tutoring to supplement the education of these students.

The program will begin October 1, 1979 with an expected enrollment of twenty-five to thirty individuals.

POSTSECONDARY BILINGUAL VOCATIONAL EDUCATION PROJECT

Little Wound School Board, Inc.
Pine Ridge Reservation
Kyle, South Dakota

Contact Person: Stephen Langley, Director
(605) 455-2461

The purpose of this project is to provide training for those tribal members selected by the school board to become supervisors in the construction of a new tribal headquarters building and high school.

The objectives of this project are to (1) provide training to non-English speaking citizens of Kyle in their native language, Lakota; (2) provide a curriculum designed to prepare local people for employment on the reservation; and (3) provide an opportunity for skilled local people to assist others in attaining econimic self-sufficiency.

The project includes training in the utilization of hand and machine tools, the basic elements of working with concrete, the basic elements of framing, the basic principles of working with electricity, and finish carpentry. Local people with skills in the above areas are used as instructors and consultants. Training is also provided in mathematics, English, and life skills.

At the completion of their training, trainees are placed on jobs with contractors on the reservation. There have been twenty-three individuals trained by this project. Of five instructors, three are Indian.

Funds are provided by the Bilingual Vocational Education Act. Evaluation is done on a contract basis with out outside firm. The number of trainees who remain in the program until completion and then find placement is a source of information for formal evaluation.

RAMAH NAVAJO ADULT VOCATIONAL TRAINING PROJECT

Ramah Navajo School Board, Inc.
P.O. Drawer F
Pine Hill, New Mexico 98321

Contact Person(s): Don Vincenti or Jeff Kiely
(505) 783-5054

This program is funded by the Vocational Education Act, Pub. L. 93-638 and provides training to CETA-sponsored adult students in the areas of construction trades, office occupations, and vocational agriculture. It is reservation-based and uses the Navajo and English languages as a measure of sensitivity to the cultural differences of the participants.

The objective of the program is to enable trainees to acquire and improve skills needed for employment. All of the 120 students and two of the three instructors are Indians. In addition, three Indian paraprofessionals are employed. The staff consists of an evaluator who schedules exercises at intervals to evaluate achievements with reference to the stated objectives covering the period.

Cooperation from the Community Action Committee, Local Chapter, and the Local Grazing Committee has aided the program in acquiring occupational experiences for participants. There have been no completers to date.

SAN JUAN BILINGUAL VOCATIONAL TRAINING PROGRAM

San Juan Center for Higher Education
P.O. Box 363
Blanding, Utah 84511

Contact Person: Jim Kindred
Bilingual Vocational Director
(801) 678-2370 or (801) 678-2289

This bilingual, postsecondary program is sponsored by the College of Eastern Utah. This is an interagency, countywide effort involving an advisory council representing twenty agencies to provide training and job placement for residents of southern Utah.

The purpose is to provide job-related training for teacher aides, licensed practical nurses, and secretaries. In addition, a one-week Mining Orientation and Safety Program is held to enable local residents to meet federal regulations before being employed in various energy-related occupations. Teacher aides can receive a one-year certificate or a two-year Associate of Arts degree. They can be employed or transfer to a four-year institution to receive a Bachelor's degree in teaching. Licensed Practical Nurses receive two years of training. To date, all of the LPN graduates have passed State Board Exams and all have been placed on jobs. Graduates of the secretarial training program earn a one-year certificate, which may include a class in learning to type the Navajo language. These classes may then lead to a two-year Associate of Arts degree.

Currently, 129 students are enrolled in these programs. The Advisory Council is examining the potential for expanding programs because the area has increasing job opportunities in energy-related occupations. The performance of students, both while in training and when employed, is the basis for program evaluation.

ST. CROIX INDIAN ACTION PROGRAM

St. Croix Tribal Council
Star Route
Webster, Wisconsin 54893

Contact Person: Duane W. Taylor
(715) 349-5442

This program began in 1976 with funds from the U.S. Department of the Interior. The purpose of the program is to provide training for persons seeking employment in business management and the operation and maintenance of heavy equipment. Supplementary education/training is also provided for participants in related areas such as welding, surveying, first aid, and general education development (GED).

Program completers have been successful in finding employment with the assistance of the two Indian instructors. Sixty percent have found jobs in their areas of specialization. At present, fourteen adult students are enrolled in the program, and there is a long list of those waiting to enroll.

VOCATIONAL ADVISORY SERVICE

9200 Flying Cloud Drive
Eden Priarie, Minnesota 55343

Contact Person: Simeon A. Belanger
(612) 944-2222

This program is a statewide effort to assist minority students with placement in postsecondary vocational schools and to complete their programs. It is sponsored by the Minnesota State Department of Vocational Education. The program originated in 1973 by efforts supported by the AFL-CIO.

The specific services provided include presentation to high school groups, Title IV Indian Education programs, Indian agencies, Urban Indian Centers, and other groups to inform students of the opportunities available. Assistance is given in locating programs, filling out applications, touring vocational schools, obtaining financial assistance, obtaining counseling during the program, placement in appropriate postsecondary vocational programs, and placement in jobs.

Approximately 200 students are being assisted, forty percent of whom are American Indians. The dropout rate is being lowered, and Indian enrollment is increasing. One hundred percent of the completers of vocational education programs who were assisted by this service have been placed.

VOCATIONAL EVALUATION AND EDUCATION FOR THE SEVERLY HANDICAPPED

Alchesay High School
P.O. Box 190
Whiteriver, Arizona 85941

Contact Person: Brian Patrick, Director
(602) 338-4361

The purpose of this program is to provide vocational education and job experience for secondary students with severe mental or physical handicaps. This is accomplished through the establishment of positive work ethnics, consumer awareness, and job survival skills.

Jobs are located in the community, and a task analysis of each job is conducted. Entry level skills are identified, and students are then evaluated as to their ability to perform these jobs. Placement is arranged for students meeting the required standards. For those who need upgrading to entry level, help is provided.

Out of twenty-four students enrolled in the program during the first year, ninety-four percent were placed in part-time (work experience) jobs. Some of the employers requested students remain in their jobs full-time during the summer. Resources are provided by CETA and Johnson O'Malley funds.

WISCONSIN INDIANHEAD TECHNICAL INSTITUTE

Wisconsin Indianhead VTAE District Office
P.O. Box B
Shell Lake, Wisconsin 54871

Contact Person: William Arbuckle
Native American Liaison Specialist
(715) 468-2815

The purpose of this program is to provide assistance to Indian communities through (1) forming a Native American advisory committee with representatives from the four reservations in the area and from one urban organization; (2) providing a staff position for a Native American to act as liaison between the Indianhead district and the Indian communities to improve the delivery of vocational education; (3) hiring a tribal leadership training specialist to provide technical assistance and training for tribal managers; and (4) hiring a tribal financial management specialist to install a centralized accounting system for the tribe.

The program serves adults by providing either on-site training or enrollment in regular associate of arts degree programs at the Wisconsin Indianhead Technical Institute. One of the three instructors of the on-site program is a Native American. Over 300 persons have been assisted either with individualized training for specific jobs or in groups.

Other programs have been started using this program as a model. Evaluation is based upon the degree to which the objectives are met.

YOUTH EMPLOYMENT TRAINING PROJECT (YETP)

Gila River Career Center
Sacaton, Arizona 85247

Contact Person: Mr. Rich McQuillen
(602) 836-2950

The purpose of this program is to provide options for high school dropouts age sixteen to twenty-one. These options are to return to public school to complete their high school education or to enter vocational training. The areas in which vocational training is offered are plumbing, painting, roof maintenance, carpentry and waxing, electronics, and general maintenance. Very strong emphasis is placed upon classes in reading and mathematics and courses in preparation for the G.E.D. exam.

Funding is provided by the CETA (Manpower Advisory Training). The staff consists of three crew leaders and one assistant, all of whom are Native Americans.

At present, sixty persons are enrolled and housed at the Gila River Career Center. An additional twenty-five students are to be enrolled in the near future.

IN-DEPTH EXAMINATION OF SEVEN EXEMPLARY PROGRAMS

The purpose of the on-site, in-depth examinations of the seven exemplary programs was to obtain information which would be of use to those interested in developing vocational programs for Indian populations.

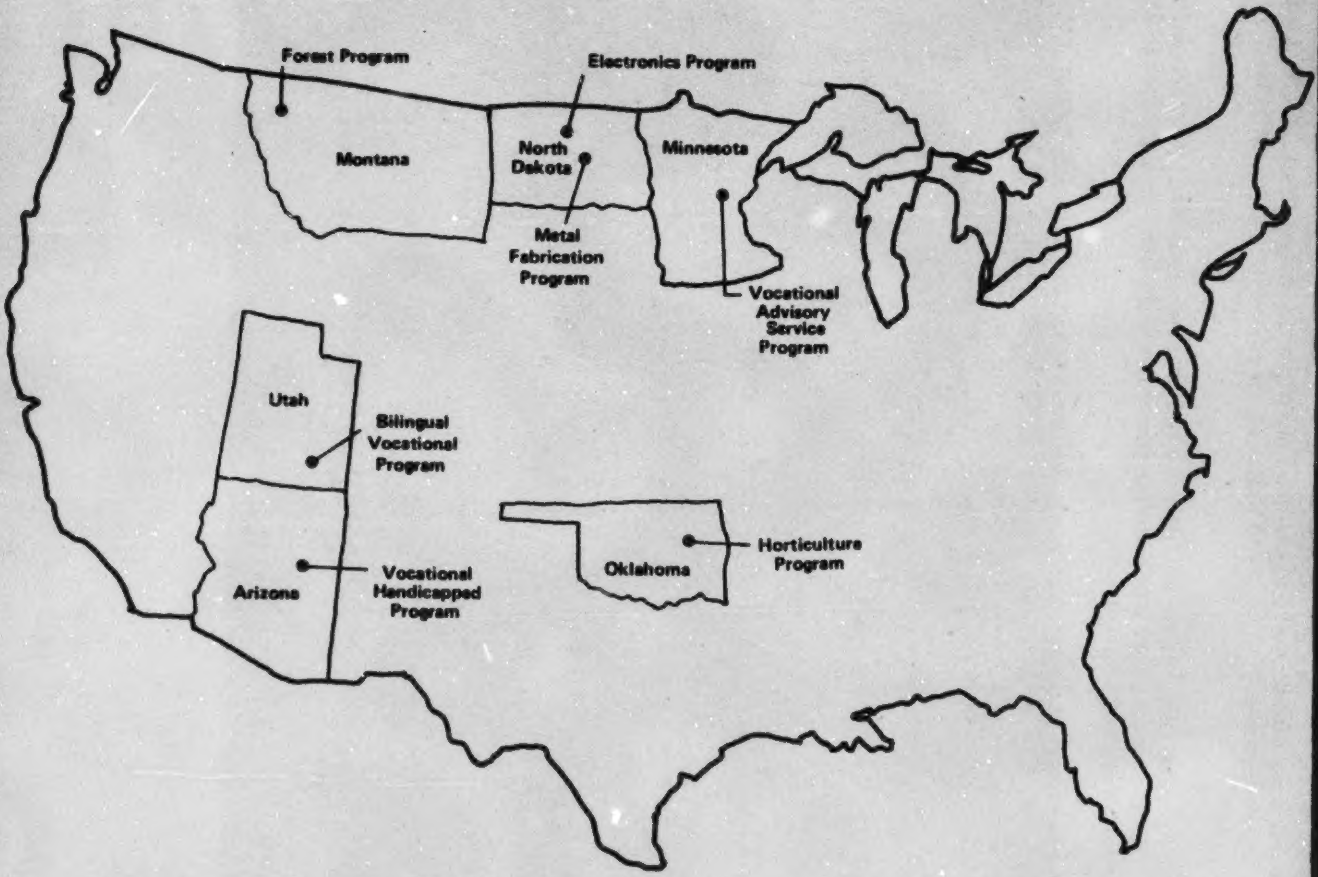
The in-depth examinatioins were not official investigative evaluations of program performance or personnel. The willingness of program agencies, personnel, organizations, and tribes to voluntarily share information is greatly appreciated.

Descriptions of each of the seven programs are presented in the following format: contact information, purpose of program, program operation, funding, organizational chart, evaluation, future plans, and program documents.

List of the Seven Exemplary Programs Examined

1. Forest Technology Program
2. Vocational Advisory Service Program
3. Metal Fabrication and Small Business Management Program
4. Electronics Technician Training Program
5. Bilingual Vocational Program
6. Vocational Preparation for the Handicapped Program
7. Horticulture Training Program

EXEMPLARY PROGRAM LOCATIONS



Forest Program
Electronics Program
Montana
North Dakota
Minnesota
Metal Fabrication Program
Vocational Advisory Service Program
Utah
Bilingual Vocational Program
Arizona
Vocational Handicapped Program
Oklahoma
Horticulture Program

PROGRAM 1

FOREST TECHNOLOGY

Contact Information

Address:	Forest Technology Program Salish-Kootenai Community College P.O. Box 1020 Ronan, Montana
Telephone:	(406) 676-4650
Contact Person(s):	Jerry Slater, President John Curry, Vocational Education Director Donn Richard Dale, Instructor Alice Oechsli, Student Services Officer

Purpose of Program

The program is designed to upgrade tribal employees' job skills, thereby assisting them to obtain higher positions of responsibility in local forest management.

Program Operation

The college is presently housed in an elementary school building. The forest service has made their equipment and facilities available for training purposes. Field trip activities in national, state, and tribal game, fisheries and forest reserves are included.

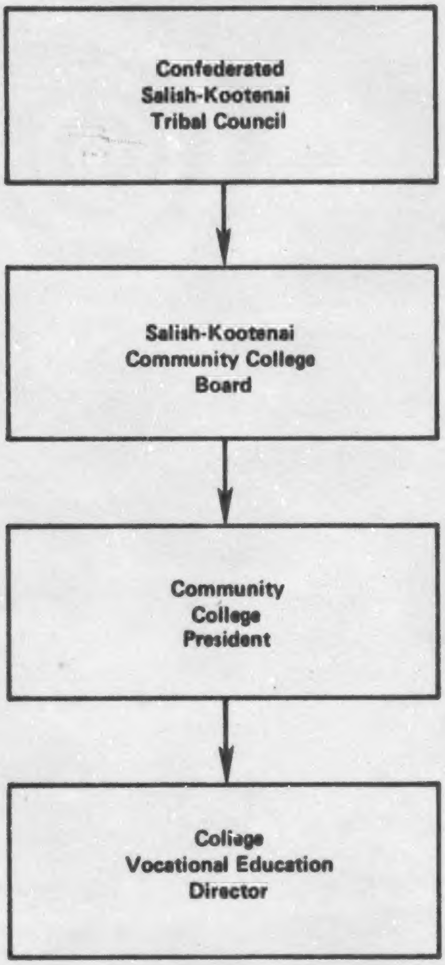
The classes consist of three three-hour sessions each week on a quarterly basis. Credit is allowed for work experiencd gained in the forestry industry, subject to instructor evaluation. Courses may be challenged for credit through advance standing exams. The inservice training program of the forest service is available to participants. Copies of program documents/materials are included on page 133. Program completion leads to an associate of arts degree.

Funding

The funding sources which have assisted in the establishment of this program are: (1) Vocational Education Act as amended (One Percent Set Aside), (2) Indian Education Act as amended (adult education), (3) Tribal Funds, and (4) State Vocational-Technical Matching Funds.

Organizational Chart

The organizational chart delineates the administrative structure of the program. The tribal council of the Confederated Salish-Kootenai Tribes has final approval or disapproval on matters which relate directly to or affect the forest technology program.


Confederated Salish-Kootenai Tribal Council
Salish-Kootenai Community College Board
Community College President
College Vocational Education Director

Evaluation

A four year commitment is required to complete the program. The evaluation is based on completion and job placement or promotion. Those who have completed are now supervisors.

Future Plans

The program is ongoing. Negotiations are being carried on with four year institutions with hope that students completing the program will be admitted to four year forestry programs with full credits for their AA degree. The community college has a target date of June, 1980 for acquiring accreditation. There are plans to locate the college in new facilities at the tribal headquarters complex in Pablo, Montana.

Documents Produced by the Program

- Proposal for Forest Technician Career Development Program
- Agreement With Flathead Community College
- Tentative Curriculum for Forest Technican and Forestry Program

PROPOSAL FOR FOREST TECHNICIAN

CAREER DEVELOPMENT PROGRAM

A frequently repeated question is: Can't some or all of the jobs presently occupied by professional Foresters be filled with Forest Technicians? Couldn't Forest Technicians do the job as well or better than the professional Forester? Isn't 5, 10, 15 years on the job an adequate substitute for a formal education at a 4-year Forestry College?

What is the difference between professional Foresters and Forest Technicians that gives the former superior job and career opportunities? Acknowledging that there are exceptions to the rule at both ends of the scale, one can still safely generalize in answering this question. Professional Foresters typically have a strong academic background. They can handle basic English composition well enough to effectively communicate orally and in writing. They are able to write the necessary reports to carry on their work. They can critically read, comprehend, and apply technical information contained in reports pertaining to forest research and program operations, and written material outlining established administrative procedures or changes therein. Furthermore, they have at least a fair ability with math and can handle the basic algebra and trigonometric concepts pertaining to their jobs. Foresters can confidently use statistical analysis, if it pertains to their duties. Most important, however, the professional Forester has had training and experience, through his education, in handling problems that don't have a ready answer or for which there is not a clearly defined set of instructions. He accepts the responsibility for identifying and resolving, sometimes through consultation with his supervisor, problems that frequently cannot be precisely anticipated in advance. The District Forest Office in charge, an excellent example, takes the responsibility for following through on such problems and makes sure they are resolved. Additionally, the professional Forester has a basic education in the sciences—chemistry, physics, botany, soils, zoology, and economics. The Forester understands the relationship between plants and their environment through the study of silviculture. Furthermore, his attitude towads his job might be described as a professional attitude. Typically, during at least the first half of his career, he believes he will eventually attain a position of considerable responsibility and higher pay. This tends to motivate him to apply "extra effort" to his job to establish a good professional reputation to demonstrate his worthiness for future promotions. This, in large measure, together with something a little more difficult to define, call it personal goals, accounts for service beyond the call of duty or special effort that is not uncommon among professionals.

Now what characterizes the Forest Technician? To begin with, he does not have a strong academic background. Although he may have a high school diploma, he typically cannot communicate well in writing. He cannot read and comprehend complex technical material. He does not have a working knowledge of math beyond very elementary concepts. He lacks the background in science which comprises the professional Forester's education. He has not had the experience of rigorous four years of problem solving which the Forester gains in college. This, it may be be argued, is perhaps the training which develops self discipline and initiative in the Forester. The Technician does not necessarily understand ecology and silviculture. (After years of experience, he can acquire much of this but he doesn't necessarily do so.) Because of his academic weakness, he cannot handle the reports and administrative responsibilities adequately for even the first level of supervision. The most conspicuous trait of the Forest Technician, however, is that he does not expect to advance to a high level in his career. He suspects he will always be relegated to the more menial duties in forest management and sometimes he seems to resent this. His is frequently an 8 to 5 attitude with only limited inclination to apply "extra effort" to his job in order to qualify for future promotions. He doesn't seem to think he'll get much of a break anyway.

Obviously, not all professional Foresters reflect the optimistic description set forth above. And, there are Forest Technicians who possess many attributes that many professional Foresters will never attain. However, in the long run, this picture is a fairly accurate reflection of the average situation. And always, it seem the Forest Technician's academic background prevents him from performing on the job to his real potential.

In answer to the question introducing this subject, the Forest Technician generally cannot replace professional Foresters and perform adequately until he meets the following criteria:

1. Accepts responsibility for all phases of his job. This includes accepting the responsibility for identifying and following through, all the way, on problems related to his duties. He must sometimes or perhaps even frequently consult with his supervisor. But the Technician, himself, should see that each step is taken to thoroughly resolve problems relating to his assignment. This includes all reports, maps, contractural compliance, people problems, accuracy of his work, etc. . He cannot legitimately leave any part of this for his supervisor to find and attend to.

2. Five, ten, or even twenty years on the job does not compensate for a college degree in Forestry, unless the job experience is supplemented with a planned education and training program for that individual which gives him the academic and technical training that he has hever received anywhere else. For instance, there are many Forest Technicians in the Bureau who have scaled logs for ten or fifteen years. They have done little else. They simply have not had the training or education which would teach them higher math, engineering principles, detailed administrative procedures for middle managers or even the basic reading and writing skills with which to learn management principles. It's unreasonable to expect a man in this situation to possess the required management skills for advancement to key positions. It's also unrealistic to expect every person to have the potential or desire to acquire these skills. It must be pointed out, however, that Forest Technicians on the Flathead Reservation have had more diversified job experience than most Technicians on most timbered reservations. In this they are a good step ahead of most Forest Technicians in the Bureau. None-the-less, local Technicians still lack necessary prerequisite training to permit their advancement to management positions. (This includes basic and technical Forestry education.)

   When the Forest Technician has the ability to adequately (1) complete all written reports, including maps and technical analysis of Forestry problems, (2) write personnel evaluations, (3) identify training needs of subordinates, then follow-up by correcting these deficiencies, (4) evaluate personnel performance, (5) identify and evaluate other job related problems, then solve the problems, (6) keep accurate written records of a wide variety of activities ranging from technical to administrative, he may be qualified to function at a middle management level. (Do not read into this that all Foresters possess these skills. They do not.) It's only fair to point out that undoubtedly there are Technicians who do not seek advancement to such a degree that they move into supervisory positions. They like their jobs but do not want to be burdened by supervisory or administrative responsibilities. They do not want to be accountable for other people's actions. This is true of some professional Foresters and certainly must apply to some Technicians. This is not to be disparaged. It is a perfectly valid attitude. However, one must acknowledge that the rate of pay increases directly proportionate to the degree of responsibility.

> In other words, the person who does not want to burden himself with decision making problems, administrative duties, and people problems, must accept the fact that he will not have access to the highest paying jobs in this or any other organization. The professional Forester is inclined to say, "If they (Forest Technicians) want to go ahead they can do what I did. They can work their way through College and spend 5 or 6 thousand dollars over a 4 or 5 year period to get an education to prepare for their job." That's a normal reaction. But, is there any other way the same end result could be accomplished—in part or entirely—that result being to produce local Tribal members who are truly qualified to fill some or all of the jobs presently held by professioinal Foresters?

The answer to this question can be expressed in relatively simple terms. If you can create something locally to substitute for professional training as we know it and eliminate the educational and training deficiencies noted above, this objective can be achieved. Trained technicians can be developed and placed in certain key positions in our organization and receive substantially higher salaries. Through a combination of on-the-job training, bringing educators onto the Reservation and much initiative on the part of trainees and our professional staff, it may be possible to meet the education and training requirements of the Civil Service Commission and any responsible administrator proposing this approach. Following is a tentative outline for establishing this kind of program.

1. Identify potential candidates willing to study and attend classes on their own time to qualify for career development. These may or may not be people already employed in the Forestry Branch. Perhaps they could be paid a token fee for attending such as $3.00 per hour for class time.

2. Identify exactly what the training needs are. This should involve the Education and Employment Assistance activities currently operated by the Tribe.

3. Establish a curriculum and set up a time schedule for completion (1–2 years?).

4. Acquire qualified instructors, training facilities, and materials.

5. Complete the classroom training for at least the basic academic needs. The number of people successfully completing this will establish the field of potential candidates for possible advancement to specified key positions. There should be a means of determining—perhaps through testing—which individuals do not need certain parts of the academic instruction provided. We will have to decide how we are going to provide on-the-job training to these candidates if they are not currently Forestry employees. Perhaps we should try to place them all on the staff in at least seasonal jobs.

6. Eventually we must select the individuals to enter to final on-the-job phase for the specific position to be filled.

7. Trainee works closely with Forester whose job he will assume. This will be the Forester's counterpart and here much duplication will be seen. One season, 6 months or perhaps a year with gradually decreasing association with the Forester will be required to complete this final training.

8. Trainee assumes full responsibility for job at a corresponding salary level or on career ladder salary incremental basis.

9. Replaced professional Foresters will be assigned "other" duties.

Following are positions we could consider filling with qualified Forest Technicians if this proposal is implemented.

Location		Position	Presently Occupied	Recommended
1.	Polson	Timber Sale Officer	Forester	Forest Technician
2.	Polson	Forest Officer	Forester	Forest Technician
3.	Dixon	Forest Officer	Forester	Forest Technician
4.	Dixon	Timber Sales Administrator	(Vacant) Forester	Forest Technician
5.	Hot Springs	Forest Officer	Forester	Forest Technician
6.	Ronan	Inventory Appraisals & Allotment Cruises	Forester	Forest Technician
7.	Ronan	Fire Control Officer	Forester	Forest Technician

The following points deserve consideration:

1. This proposal is an excellent way to set the tribe up for termination or otherwise make it easy for the federal government to withdraw money and services. For instance, each year we seem to be getting less federal money proportionate to our program needs. We presently do not have enough money to fill one vacant Forester position at Dixon. The Tribe typically takes up the slack by filling such positions with tribal employees. Conceivably, this could continue until the Tribe is carrying practically the entire program. If if we succeed in training technicians to fill most or all of the forestry positions and the tribe is funding these tribal employees, it seems that it would be very easy for the federal government to further withdraw from participation in the local forestry program.

2. It is unlikely that we will be able to obtain authorization for additional civil service positions. Because of this, the tribe will probably have to employ additional technicians if we are to maintain acceptable production levels. For instance, if a Forester in charge of a district is assigned the duty of training a Forest Technician to take over his job, they will work very closely together. This counterpart system will mean that two people, the Forester and the trainee will spend considerable time together doing what the Forester was formerly accomplishing alone. In certain instances, probably not every case, it seems there are two choices of we are to implement this program. Either the tribe will have to (1) hire an additional man to perform the duties the trainee was formerly occupied with (this would not be true of the trainee was not previously a forestry employee, but was brought in from outside the current organization. However, this is not likely to be the situation), or (2) the tribe will have to settle for less production. Referring to the chart showing positions presently occupied by Foresters which could realistically be turned over to trained technicians (when they are available), the Tribes might have to hire seven people (six if we fill the vacant position at Dixon with a technician) in order to accomplish the stated objective.

3. The only way a proposal like this can work is to make positive plans for moving displaced Foresters into responsible, professioinal level jobs without jeopardizing their career opportunities. We have an abundance of work we've never had the time or money to attend to which required the expertise of professionals. These would include refinement of growth, inventory and site productivity information, silvicultural recommendations

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and implementation of systems analysis techniques where this shows promise of improving operations. In effect, this is not a proposal to drop professional foresters. It's a suggestion to change some of their duties from production managers to duties wherein they function at a higher professional level engaged in scientific forest management activities. This reassignment and normal attrition of foresters will maintain a balanced forestry staff at this agency, and in the long run can result in a better forestry job (because more work is getting accomplished).

4. The forestry branch at the Colville Reservation is conducting a training program similar to this proposal. They have hired instructors from the Spikane Community College to conduct the classroom sessions. They are probably about a year ahead of us. We should take advantage of this to study their program and learn from them. At least some of the local education people should visit the Colville project and talk with the staff and trainees involved.

In summary, we probably can meet the objective of improving career opportunities for Forest Technicians at a faster pace. However, it required cooperative efforts on the part of many, and allocation of tribal resources. This paper is not a detailed plan for effecting this proposal. Many details have yet to be worked out. But the idea may have potential if the council is interested.

Agreement with
FLATHEAD VALLEY COMMUNITY COLLEGE
Kalispell, Montana

ATTACHMENT A

TRAINING OBJECTIVES – FOREST TECHNICIAN TRAINING

1. Upgrade job qualificatioins of the Forest Technicians.
2. Upgrade quality of forestry work performed on the Flathead Reservation.

Detailed benefits we expect and desire from this program include:

1. Increased job and career satisfaction for the Forst Technicians.
2. Increased potential fo career growth and promotioin potential for Forest Technicians.
3. Release of professional Foresters from "production" jobs that can be adequately handled by Technicians so the Foresters can perform higher level jobs specifically requiring the qualifications of professionals.

FLATHEAD VALLEY COMMUNITY COLLEGE
Kalispell, Montana

January 30, 1974

A Proposal to Conduct an Educational Training Program on the Flathead Indian Reservation

The Flathead Valley Community College will establish a Residence Center in Ronan, Montana, and will initiate and conduct a Forest Technolcoy program. This program was requested by the confederated Salish and Kootenai Indian tribes through their Tribl Council at Dixon, Montana. The request is based on a study by the Indian Agency Forest Manager, Fred Malroy, which essentially recommends a training program to upgrade the tribal forestry employees to assist them in advancing to higher positions of responsibility. (See Attachment A: Training Objectives--Forest Technician Training.)

Flathead Valley Community College proposes to accomplish these training objectives through the implementation of a program as follows:

General Information and Agreements

1. A professional full-time resident Instructor-Coordinator will be employed by the college to conduct the technical training and selected general studies.
2. The college staff and faculty will be utilized to present basic liberal arts general education courses as may be included to support the technical program.
3. Qualified resource persons other than full-time staff and faculty will be engaged periodically as specialists to present specific elements of the program.
4. The program will be forty-eight weeks in length consisting of up to 297 hours of formal (classroom) group instruction and approximately 1150 hours of individualized instruction and group seminars. An unestimated amount of time will be utilized by the Instructor-Coordinator reviewing, during the summer months, the individual student's work experience in the field. The time estimated above is based on an academic (fiscal year) basis. The prorated time for the balance of this fiscal year approximates 190 and 400 hours respectively.

   Group classes will be scheduled for three hours each evening for three days per week. Individualized instruction and small group seminars will be held on one additional night during the week.

Winter Quarter	–	January 29	–	April 12, 1974
Spring Quarter	–	April 15	–	June 28, 1974

5. Student enrollment, estimated and budgeted for, (17 students in the technical program), will consist of tribal members who are employed by the tribes or the Bureau of Indian Affairs on the Flathead Reservation who are engaged in the forestry field or forestry related fields. Selection of students will be a function of the Tribal Council or one of the tribal committees designated.

6. The Tribal Council or its designate is encouraged to allow prospective tribal member students to attend the general education or studies courses who are not engaged in forestry or related fields.

7. Program changes or alterations deemed necessary may be made by mutual agreement between the parties concerned.

Course Information

1. It is recognized that the prospective students represent a broad spectrum of (1) educational background achievement, (2) work experience, (3) job responsibility, (4) pay scale, (5) age, and (6) other variatioins. It is apparent that a standard course of instruction would be out of the question for this particular group of students. Basically a considerable amount of individualized instruction will be necessary and is therefore included in the technical phase of the program.

2. With the above in mind, it will be difficult to follow a regular or structured type of quarter sessions. Therefore, a more practical policy of crediting a person for his academic achievements is in order.

3. A regular college schedule by quarters will be initiated and maintained for those students who progress adequately. Those who proceed more slowly will be allowed to continue at their own rate and will be credited for the work completed when so done. Likewise, the more advanced students will be allowed to proceed faster, thus achieving credit at an earlier time.

4. Completion of all the courses offered in this Forest Technology program will lead to an Associate of Applied Science Degree. Some fifteen to eighteen credit hours of general education will be included as elective, which will be transferable to other colleges and universities. Students other than forestry and forestry related folks might well take these offerings.

5. Each student's work experience and education background will be evaluated in reference to crediting him with accomplishment toward the degree above. Students have the option of the "Course Challenge" procedure should they quality.

6. The curriculum for forest technology as outlined in the college catalog will be followed generally. Adjustments will be made where necessary to meet the needs of the individual students, keeping in mind the training objectives. Attachment "B" from the Forestry Department illustrates the curriculum point in question. A summer work experience of some four credits and to be listed as "applied field problems" will be added to the curriculum point in question. This part of the student's field activity will be observed, in part, reviewed and recorded by the Instructor-Coordinator to include conferences with the student's immediate supervisor.

7. Upon satisfactory completion of the proposed curriculum and as may be modified, the student should be qualified, at the civil service minimum entry level as Technical Assistant—Forestry Technician GS-4. This might well be GS-5 if the student has accumulated sufficient technical (specialisted) work experience.

8. It is anticipated, at the moment, that on an average student basis, it will take about four to four and one-half years to complete the basic Forest Technology curriculum.

TENTATIVE CURRICULUM FOR FOREST TECHNICIAN FORESTRY EDUCATION

Following are courses taken from the current FVCC catalog which may meet formal training needs:

English

English 51, 52, 53 – Technical Communications
English 10 – English Review
English 12 – Reading Improvement

Math

Math 51, 52 – Technical Math

Biology

Biology 71, 72 – Forest Botany (Do not need complete tree and shrub identification)

Forestry

Forestry 50 – Silvicultural Practices (may need an advanced silviculture course)
Forestry 60 – Forest Protection – Less emphasis on fire control and more on forest pests (i.e., insects and disease)
Forestry 51 – Drafting and Mapping, Forestry
Forestry 70 – Photo Interpretation
Forestry 71 & 72 Advanced Mensuration
Forestry 75 – Forest Economics
Forestry 85 – Personnel Management

Other

Contemporary Indian Problems
Business Administration – 53
Seminar – Designed similarly to BA 90 but modified to reflect forestry problems, communications, inc.
Selections from Human Services

Additional Course Work Suggestions (from Forestry Division)

1. Supervision (basic, intermediate, advanced)
2. Human relations for managers
3. Problem solving
4. Work planning and scheduling
5. Forest administration
6. Logging road location
7. Logging Methods

Job Skills

We want our technicians to possess adequate skills to perform the following kinds of duties:

1. Log scaling – On-the-job training

2. Timber marking – On-the-job training but should have thorough comprehension of silvicultural concepts and logging methods.

3. Timber sale administration:
    a. Inspect logging operations to maintain contractural compliance re: slash disposal, utilization, damage to residual stand and excessive soil disturbance
    b. Sale administration requires use of human relations skills, persuasion skills, close communication, and
    c. Incumbent must keep written and map records of many facets of the logging operation, make numerous contacts with logging contractors and coworkers and provide, on a regular basis to his supervisor: situation reports, logging plans, stumpage payment records

4. Supervise up to 25 men on fire suppression assignments.

5. Supervise precommercial thinnings, reforestation projects and other intensive forest management practices–must fill active role in planning such projects.

6. Timber cruising log grading appraisals–must understand cruise design and statistical analysis (basic concepts).

7. Must supervise up to four men on a permanent basis, This includes evaluation of subordinates work, identifying training needs and conducting training as necessary, planning and scheduling work assignments, and taking appropriate corrective action with problem employees.

8. Relocate section lines and property lines–should know how a section is subdivided. On the job the employee usually does his surveying with a hand compass and pacing and/or chaining. Occasionally uses a staff compass. Frequently uses abney level or clinometer. Never uses a transit.

9. Should understand basic application of statistical analysis to forestry problems.

10. Identifies forest insect and disease problems and reports to appropriate section for format study. Should understand life cycle and standard prescriptions for typical local problems.

11. Supervison and more supervison—should be able to plan any layout work and estimate correctly men, time, and equipment required. No classroom study will instill this ability but the trainee must have the imagination, problem solving ability, and initiative to quickly acquire this knowledge.

12. Must write technical reports (usually memorandum reports) on many and various forest problems and people problems and make recommendations for resolving such problems.

13. Must be able to read, comprehend, and apply timber sale contracts.

SOURCE: Forestry Department

PROGRAM 2

VOCATIONAL ADVISORY SERVICE PROGRAM

Contact Information

Address:
Minnesota Department of Education
Divison of Vocational-Technical Education
Recruitment Advisory Program
Room 514
Capital Square
St. Paul, Minnesota 55101

Telephone: (612) 296-5707

Contact Person(s):
Hal Birkland – Manager of Special Needs Program
Jerry Guevara – State Supervisor of Program

Purpose of Program

The purpose of this program is to provide minority advisors at the local AVTI's who will actively recruit, provide advisory and referral services, and act as an advocate when necessary.

Program Operation

The administration of the statewide minority advisory program is assigned to the special needs office of the Division of Vocational-Technical Education. The state supervisor works with AVTI's which have a total of seventeen advisors including six Native American advisors.

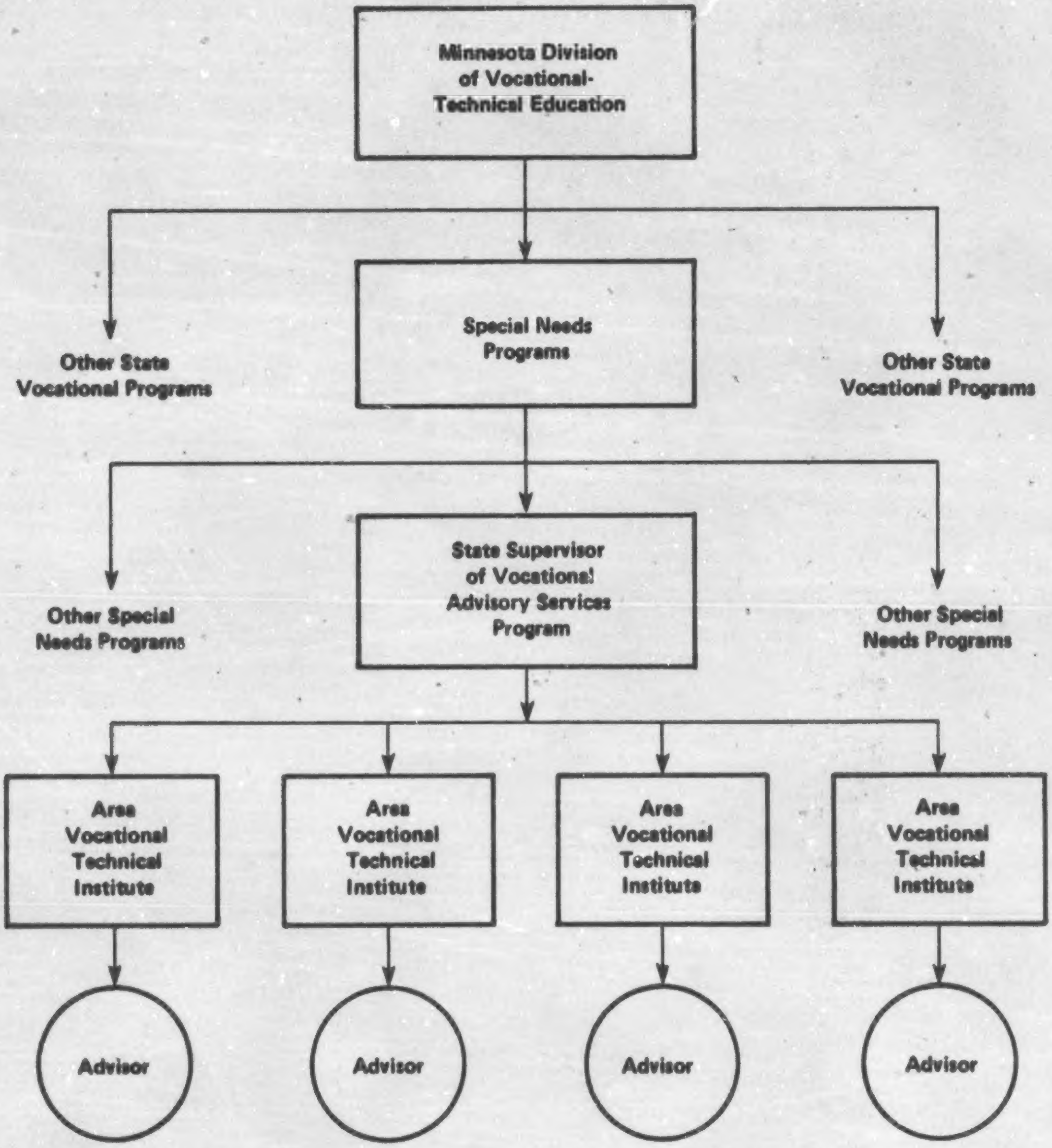
Each advisor is located with a local AVTI with the responsibility of advising and assisting the minority students attending that institution. The recruitment efforts of the advisor are done through presentations at high schools, community organizations (Indian Centers, Alcoholics Anonymous, etc), and through referrals received from other agencies. The advisor assists the potential student in identifying a vocation of interest, locating an appropriate training program, and enrolling in the program. The advisors maintain regular contact with students as they progess in their training. A crisis fund is available which allows a student to receive an emergency grant or loan up to $50.00 when needed.

Funding

The advisors are employees of the AVTI to which they are assigned and as such report directly to the AVTI. The program funding is provided by the state vocational-technical education agency. The AVTI's provide facilities, but are reimbursed for the advisors' salary.

ORGANIZATIONAL CHART

The chart diagram shows the basic organizational structure of the program.


Minnesota Division of Vocational-Technical Education
Other State Vocational Programs
Special Needs Programs
Other State Vocational Programs
Other Special Needs Programs
State Supervisor of Vocational Advisory Services Program
Other Special Needs Programs
Area Vocational Technical Institute
Area Vocational Technical Institute
Area Vocational Technical Institute
Area Vocational Technical Institute
Advisor
Advisor
Advisor
Advisor

Evaluation

Evaluation is based on the number of minority members recruited, who complete and are placed at a job. In 1975, only 160 minority members were enrolled in vocational programs; by 1977, the number increased to 2500. The increase in enrollment was largely due to the program efforts.

Future Plans

The program is on a continuing basis.

Summary

The program has been in operation long engough that the advisor's activities and responsibilities have fairly well stabilized. A concern over transportation for participants and public awareness of vocational programs was expressed by the advisors. Hopefully, these problem areas can be addressed in future plans.

The program's efforts have particularly been effective in reaching out to the urban minority population.

Documents Produced by the Program

- Monthly Statistical Report
- Position Description Form

MONTHLY STATISTICAL REPORT

______________________________ AREA VOCATIONAL TECHNICAL INSTITUTE

__________________________ MONTHLY REPORT

1. Summary of student enrollments

   1. ____________Total

   2. ____________Minority

      A. ____________ Hispanic

      B. ____________ American Indian/Alaskan

      C. ____________ Black/not Hispanic

      D. ____________ Asian/Pacific Islander

      E. ____________ White/not Hispanic

II. Summary of student withdrawals

   1. ____________Referred to another school

   2. ____________Transferred to another school

   3. ____________Complete withdrawals from school

   4. ____________Went to work

In order to assure conformance with state data privacy act and federal privacy right of parents and students act, submit as requested.

	INSTITUTE	PROGRAM	REASON FOR WITHDRAWAL
A.			
B.			
C.			
D.			
E.			
F.			
G.			
H.			

III. Retention

1. Summary of minority students *enrolled each moth.*

	INSTITUTE	PROGRAM	SUPPORT SERVICE	
			YES	NO
A.				
B.				
C.				
D.				
E.				
F.				
G.				
H.				
I.				
J.				

IV. Emergency Fund Expenditures

	INSTITUTE	PROGRAM	REASON	LOAN	GRANT
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

V. Graduation and Placement

1. Summary of minority students

A. __________Graduated

B. __________Placement

	INSTITUTE	PROGRAM	PLACEMENT	FOLLOW-UP
A.				
B.				
C.				
D.				
E.				
F.				
G.				
H.				
I.				
J.				

VI. Please submit comments and/or suggestions that should be brought to the State Department's attention:

POSITION DESCRIPTION FORM

NAME OF EMPLOYEE: ____________

POSITION CONTROL NUMBER: ____________

POSITION TITLE: Vocational Education Advisor

CLASSIFICATION TITLE: ____________

DEPARTMENT: ____________

PREPARED BY: ____________

EMPLOYEE'S SIGNATURE: ____________

DATE: ____________

SUPERVISOR'S SIGNATURE: ____________

DATE: ____________

EMPLOYEE'S ANNIVERSARY DATE: ____________

PREVIOUS INCUMBENT: ____________

POSITION PURPOSE: To actively recruit, entice and stimulate the interest of minority members in Vocational Education programs.

REPORTABILITY AND DIMENSIONS:

Report to:

1. Director of Area Vocational Technical Institute where housed
2. State Supervisor, Vocational Advisory Services

Concerns that cannot be resolved at a local level Shall be immediately forwarded to the state supervisor.

Principal Clientele: Minority individuals, meaning non-anglo ethnic groups such as Asian, Black, Latino, and Native Americans

PRINCIPAL RESPONSIBILITIES:

1. To acquaint minority students and minority communities with vocational education program's availability within the area vocational-technical institutes and advise minority individuals on the procedures necessary to enroll in a vocational program.

AUTHORITIES:

1. To totally familiarize the minority students with the following:
   - (a) the skills offered with each program
   - (b) the facilities of each institute, i.e., school policy, structure of program and the responsibiliites expected of the student
   - (c) orientation of student to extra curriculum student activities
   - (d) to notify students and other individual or agencies involved on the action taken by the AVTI on the school application.

POSITION DESCRIPTION FORM

NAME OF EMPLOYEE ______________________ EMPLOYEE I.D. NUMBER ______________________

PRINCIPAL RESPONSIBILITIES (continued)

2. To advise students about financial aid resources and provide written information pertaining to funding agencies while also advising minority students on the procedures necessary to acquire the financial assistance.

3. Assist the state supervisor in maintaining records for the vocational education advisory services.

AUTHORITIES (continued)

2. To contact, meet and confer with local service agencies and other funding sources in identifying assistance for minority students, in order to assist the student any way to be successful in vocational education.

   To assist student and area vocational-technical institutes with preparation and process of financial applications.

   Follow-up on the proper use of the scholarship grants in the area vocational-technical institute system.

3. Submit to the area vocational-technical institute and state supervisor a monthly statistical report that will include the following area of concern:
   (a) Student enrollment
   (b) Student withdrawals according to the following:
      1. Student Enrollment
      2. Student withdrawals according to the following:
         A. Referred to another school
         B. Transferred to another school
         C. Complete withdrawal from school
         D. Transferred to support services
      3. Community visits (contacts)
      4. Crisis fund expenditure
      5. Industry contacts
      6. Program operations

POSITION DESCRIPTION FORM

NAME OF EMPLOYEE ____________________ EMPLOYEE I.D. NUMBER ____________________

PRINCIPAL RESPONSIBILITIES (continued)	AUTHORITIES (continued)
4. To render equitable distribution of vocational services, minority individuals, groups and agencies must be identified to the area vocational-technical institute.	4. (a) To visit local minority communities, groups and agencies identifying potential students and community resources within the minority communities. (b) Attend local, state and/or national meetings to become more knowledgable of methods, systems, etc. that may provide greater minority student retention within the AVTI system. (c) Arrange in-service training with state supervisor, in conjunction with local supervisor. The training shall include field experience, classroom experience, conference and seminars.
5. To assist the area vocational-technical institute in the retention of minority students.	5. Minitor the attendance and progress of the minority student within the vocational training program, and act as liaison between student and school community.
6. Assist the minority student in the area vocational-technical institute by facilitating support services as needed.	6. Refer minority students to support services for assessment of basic skills.
7. Assist the minority student in the area vocational-technical institute by advising the employer, placement officer, instructors on employment opportunities.	7. Contact, meet and establish good working rapport with industry, government and any other sources on possible employment opportunities for minority students.

Program 3

METAL FABRICATION AND SMALL BUSINESS MANAGEMENT

Contact Information

Address: Metal Fabrication and Small Business Management
Intensified Training Center
Bismarck, North Dakota 58554

Telephone: (701) 663-6532

Contact Person(s): Gordon Dietrick, Program Director
Bill Rosenberg, State Board of Vocational Training,
(701) 224-2287

Purpose of Program

The purpose is to provide training for Sioux tribal members that enables them to manage and operate a tribally owned business.

Program Operation

The results of a needs assessment by a nonprofit organization led the Inyan Wakagapi Corporation to establish the program. The business is located in the Cannon Ball Community on the Standing Rock Sioux reservation. Training is carried out in the present business facilities, a converted gymnasium.

The product of the tribe's business, Cannon Ball Industries, is a tubular trash can rack. Training assistance from the North Dakota State Board of Vocational Training and the Intensified Training Center of Bismarck Junior College (BJC) was obtained. The participants were members of the Sioux Tribe living in the Cannon Ball Community.

Essentially, the establishment of the business and training was concurrent. The training was flexible and based on need. The instructors used the discovery method. The areas of concentration were production and management. The hands-on and practical application aspect was emphasized since the skills developed were used daily. The content of the two areas of concentration was as follows:

1. Production
    - (a) Welding
    - (b) Fabrication
    - (c) Assembly line setup
    - (d) Painting

2. Management

   (a) Inventory
   (b) Cost accounting
   (c) Marketing/distribution
   (d) Methods of attracting new business

The intensified training center of BJC provided the above training and technical assistance in establishing an operational production line assembly process. Experienced welding and management instructors from BJC provided the instruction. The State Board of Vocational Training provided equipment and training materials support.

Funding

The funding sources of this program were CETA and the Economic Development Assistance Act.

Evaluation

The evaluation basis was on eventual success or failure of the business venture.

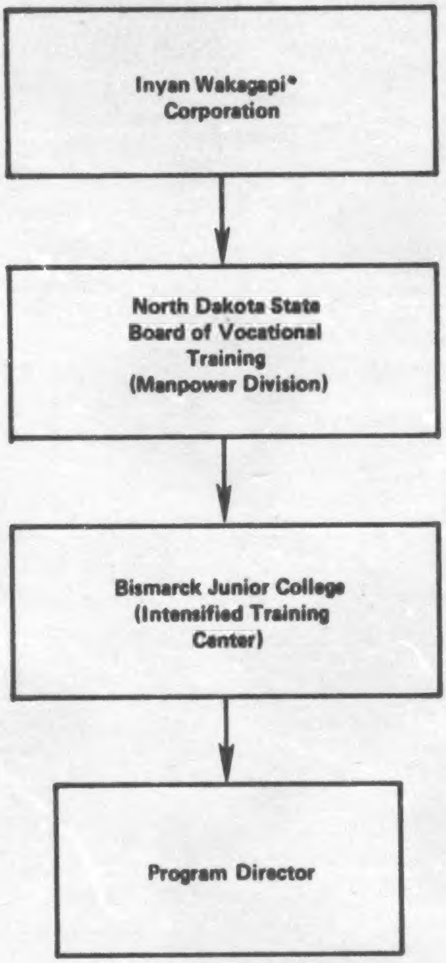
Future Plans

The program has been completed. The business has since experienced a slump in trash can rack orders and has curtailed production. They have begun production of metal stock gates. Trash can rack production will commence when orders pick up.

Documents Produced by the Program

- None included

ORGANIZATIONAL CHART


Inyan Wakagapi* Corporation
North Dakota State Board of Vocational Training (Manpower Division)
Bismarck Junior College (Intensified Training Center)
Program Director

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* See this section, page 185, for corporation organizational chart.

Program 4

ELECTRONICS TECHNICIAN TRAINING

Contact Information

Address: Turtle Mountain Electronics Technician Training Program
North Dakota State School of Sciences
708 Dakota Avenue
Wahpeton, North Dakota 58075

Telephone: (701) 671-3802

Contact Person(s): John Larsen, Program Director
Donald N. Rosely, Instructor
Bill Rosenberg, North Dakota State Board of Vocational Training, (701) 224-2287
John Miller, Turtle Mountain Corporation (612) 636-5527

Purpose of Program

The purpose was to provide training to the employees of a private electronic corporation which would upgrade their skills for present occupations.

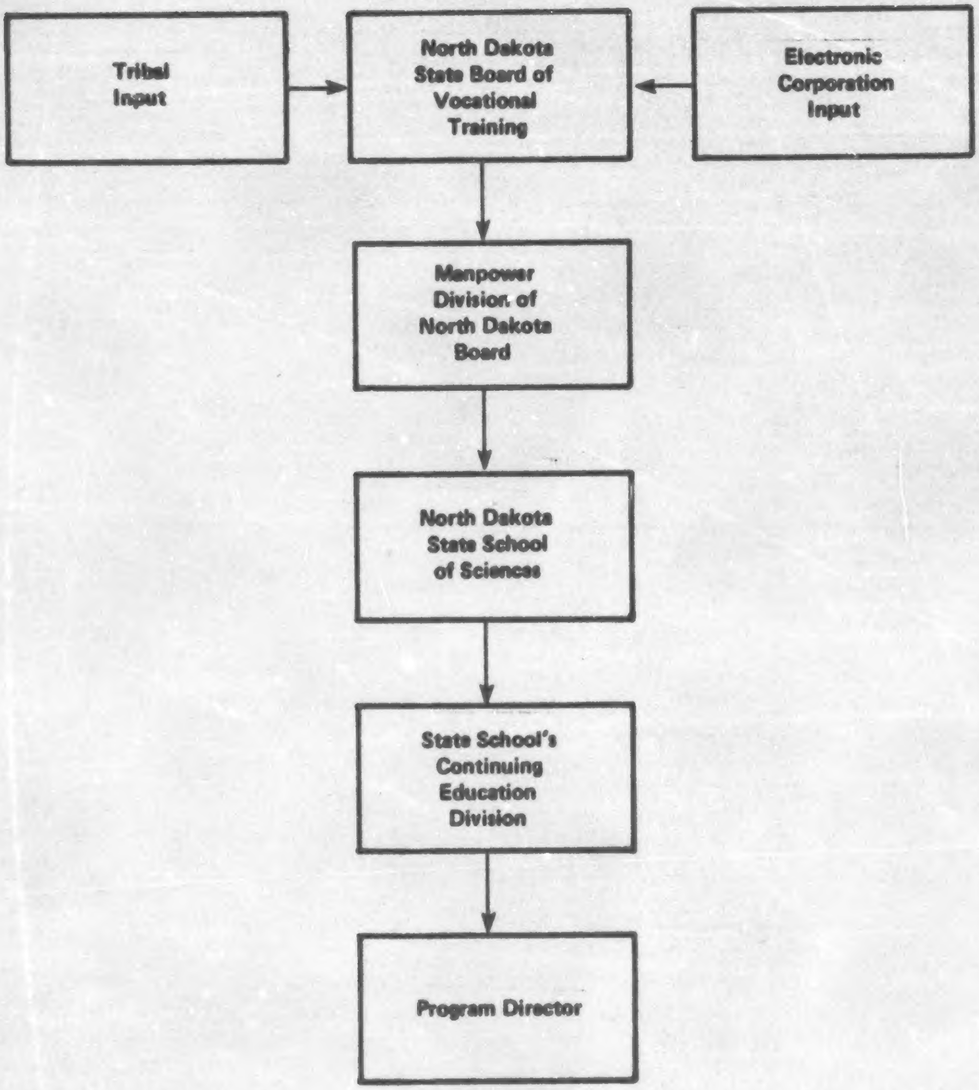
Program Operation

The training took place in the electronics corporation's plant facilities. The plant is located in an industrial park on the Turtle Mountain Indian Reservation in North Dakota. The industrial park is a means by which they hope to attract industry to the area thereby providing jobs and economic growth for the tribe and area.

The existing electronics corporation expanded production and this required additional workers. The tribe assisted the corporation in acquiring the additional workforce by referring tribal members who were unemployed to the state employment office. The applicats were screened by the state employment office's job service division. Those applicants chosen for employment were the participants of the program.

The North Dakota State Board of Vocational Training's manpower division administered the effort. The North Dakota State School of Science's Continuing Education Division provided the training content and the required electronics measuring instruments. They also provided the instructor. The corporation furnished specific electronic components, printed circuit boards, wiring harness, etc. that were associated with the trainees' present occupation. The State School of Sciences and corporation personnel met and planned the program content to insure that the training outcome would improve the employees' job performance and production.

ORGANIZATIONAL CHART


Tribal Input
North Dakota State Board of Vocational Training
Electronic Corporation Input
Manpower Division of North Dakota Board
North Dakota State School of Sciences
State School's Continuing Education Division
Program Director

Funding

The program was funded through North Dakota State Board's Manpower Division (CETA funds.)

Evaluation

Job-related performance was the key evaluation criteria. The instructor used evaluatioin during the training. The plant manager, instructor, and state board personnel met twice a month to access training progress. In addition, the plant manager and the instructor met weekly to discuss class progress.

Future Plans

The program has been completed. The growth of the corporation and subsequent contracts may lead to additional training efforts.

Documents Produced by the Program

- None included.

Program 5

BILINGUAL VOCATIONAL TRAINING

Contact Information

Address: Bilingual Vocational Training Program
San Juan Center for Higher Education
P.O. Box 363
Blanding, Utah 84511

Telephone: (801) 678-2370

Contact Person(s): Jim Kindred, Program Director
Bill Todacheenie, Staff Member

Purpose of Program

The program is designed to improve the employment potential of adult Navajos who have limited English speaking experience.

Program Operation

Program facilities at community learning centers, are located at Blanding, Mexican Hat, Montezuma Creek, ad Navajo Mountain, the latter three being on the Navajo reservation. The Blanding facility serves as the main administrative center for the program.

At the present time, the bilingual vocational training effort has been concentrated in five areas: (1) mining, (2) building trades, (3) secretarial/clerk-typist, (4) teacher aides, and (5) licensed practical nursing. The coursework is college accredited. Completion of required coursework leads to an associate of arts degree (AA).

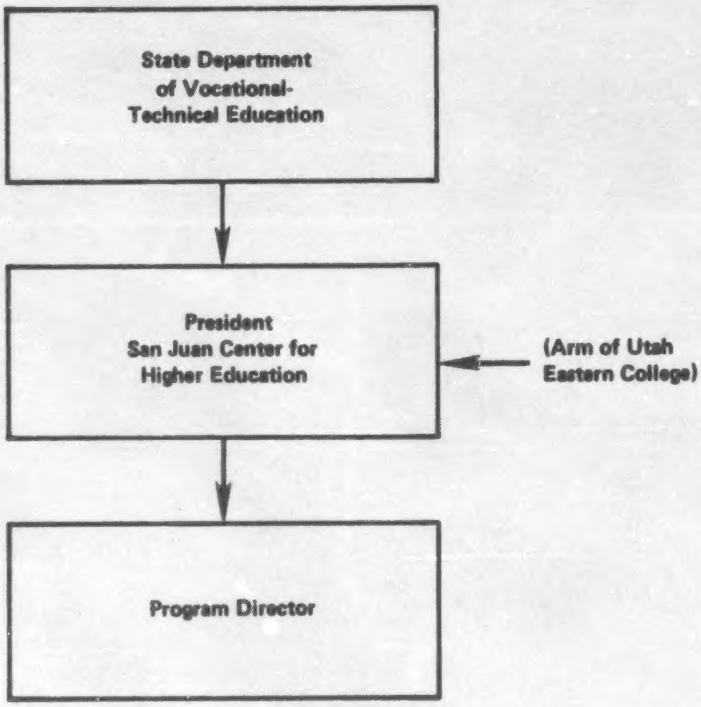
Cooperation and communication with tribal authority is maintained with the Utah Navajo Development Council (UNDC) and the main Navajo tribal agency at Window Rock, Arizona. The UNDC is the local tribal organization for the Navajo population in Utah. Most of the liaison is with UNDC.

During the enrollment process, the participants undergo testing and receive guidance and counseling in the areas of career choice and financial aid. The San Juan Center sponsors an interagency meeting every two weeks. This has maximized the use of community resources in terms of education, human, and financial services available to the participants. Some eighteen to twenty agency representatives attend the meetings.

In addition to technical content, the bilingual program includes an emphasis on job survival skills and prevocational courses which strengthen the participants' basic educational skills. A program document on page 170 provides additional background information.

Monthly inservice cultural awareness training is provided for staff/instructors. One member of the staff is a local Navajo Indian. His function is that of an outreach worker. His identification and interaction with the Navajo population has had significant impact on program success. The program director is a bilingual/vocational specialist. Volunteers in Service to America (VISTA) workers are used as supplemental instructors.

ORGANIZATIONAL CHART


State Department of Vocational-Technical Education
President San Juan Center for Higher Education
(Arm of Utah Eastern College)
Program Director

Funding

The program funding is through CETA: Governor's 5% discretionary and the 15% set aside for bilingual education. Tribal monies are not used; however, UNDC funds the community learning center facilities on the reservation. They also provide participant access to many of their existing support services. The state vo-tech system has provided a mobile classroom (converted truck trailer) for the mining training.

Evaluation

The performance of students, both while in training and when employed, is the basis of program evaluation. In addition, monthly and annual administrative reports are prepared to the funding agency. Local physicians attest to the success of the LPN course.

Future Plans

Plans are to continue the program and increase tutorial assistance in basic skills development. Development of additional bilingual vocational training will be in those employment areas which have existing job opportunities.

Documents Produced by the Program

- Bilingual Vocational Education

BILINGUAL VOCATIONAL EDUCATION

AREA OF CONCENTRATION	HOW ACCOMPLISHED
MINE TRAINING	August
Orientation to Mining Occupations	Slide sound modules, Navajo and English
First Aid and Safety	Slide sound modules, Navajo and English available with review question slide modules.
Open Wounds	
Closed Wounds	
Scalds and Burns	
Control of Bleeding	
Artificial Respiration	
Physical Shock	
Fractures and Dislocations	
CPR	
Transportation	
Basic Mining Techniques	7 slide sound modules, ESL versions
Roof and Rib Control	
Why Roofs Fall	
How to Hold Up a Mountain Part I	
How to Hold Up a Mountain Part II	
Roof Control Plan	
Roof and Rib Inspection and Testing	
Preventing Roof Fall Accidents	
Glossary of Mining Terms	
Mining Safety and Health Administration Certification	40 hours of instruction and individual competency assessment
MSHA recertification	8 hours of instruction and assessment
Job Survival Skills	40-60 hours of individualized instruction on getting and keeping a jog. Most modules have English and Havajo sound tracks.

AREA OF CONCENTRATION	HOW ACCOMPLISHED
BUILDING TRADES	September 11
Orientation to the Building Trades	Filmstrip module in Navajo and English with additional module in easy to understand English.
Basic Math for Carpenters	40 hours of individualized instruction with modules designed specifically for carpenters. Available June in English, July in Navajo.
JOB SURVIVAL SKILLS	May 1
	40–60 hours of individualized instruction on getting and keeping a job. Modules include:
Job Decisions and Planning	English and Navajo
Working Conditions and Job Leads	English and Navajo
Personal Appearance	English and Navajo
Rescue and Application	English and Navajo
The Interviews	English and Navajo
Good Work Habits	English and Navajo
Payroll Deductions	English
Money Management	English
Consumer Skills	English
Insurance	English and Navajo
Consumer Credit	English
Renting a Place to Live	English and Navajo
Time Management	English and Navajo

AREA OF CONCENTRATION	HOW ACCOMPLISHED
SECRETARIAL/CLERK-TYPIST	July 5
Orientation to Business Occupations	Filmstrip modules in Navajo and English with additional modules available in easy to understand English.
Job Survival Skills	40–60 hours of individualized instruction Most modules have Navajo sound tracks.
Development Vocabulary (20 hours) Basic Math (30 hours)	Individualized courses offered prevocationally or concurrently with regular course work. Provided by the Learning Resource Center.
Typing Navajo	An individualized typing course designed to provide secretaries with the ability to type Navajo, thereby enhancing their salaries.
LINCENSED PRACTICAL NURSING	July 5
Orientation to Nursing	2 filmstrip modules in Navajo and English with additional modules available in easy to understand English
Techniques of Effective Study (30 hours) Developmental Vocabulary (20 hours)	Individualized courses offered prevocationally or concurrently with regular course work. Provided by the Learning Resource Center.
Basic Math (30 hours)	
Basic Life Sciences (50 hours)	
Job Survival Skills	40–60 hours of individualized instruction, most modules have Navajo sound tracks.
TEACHER AID TRAINING	September 18
Orientation to Teaching Occupations	Career Exploration materils available in easy to understand English.
Lower division teacher education courses	14 classes have been individualized with competency based modules developed or purchased.
Remedial Basic Skills Development English Math Study Skills	Individualized courses offered prevocationally or concurrently with regular course work. Provided by the Learning Resource Center.

Program 6

VOCATIONAL PREPARATION FOR THE HANDICAPPED

Contact Information

Address: Vocational Preparation for the Handicapped Program
Alchesay High School
Whiteriver, Arizona 85941

Telephone: (602) 338-4361

Contact Person(s): Brian Patrick, Program Director
Joe Edmondson, Instructor
Barbara Nelson, Head of Special Education District

Purpose of Program

The program is designed to prepare the handicapped for employment in an occupation or a cluster of occupations which are compatible with their ability.

Program Operation

The program is located on the White Mountain Apache Indian reservation. It is one of Alchesay High School's regular programs and is housed in the high school. Classroom/office and vocational shops are utilized.

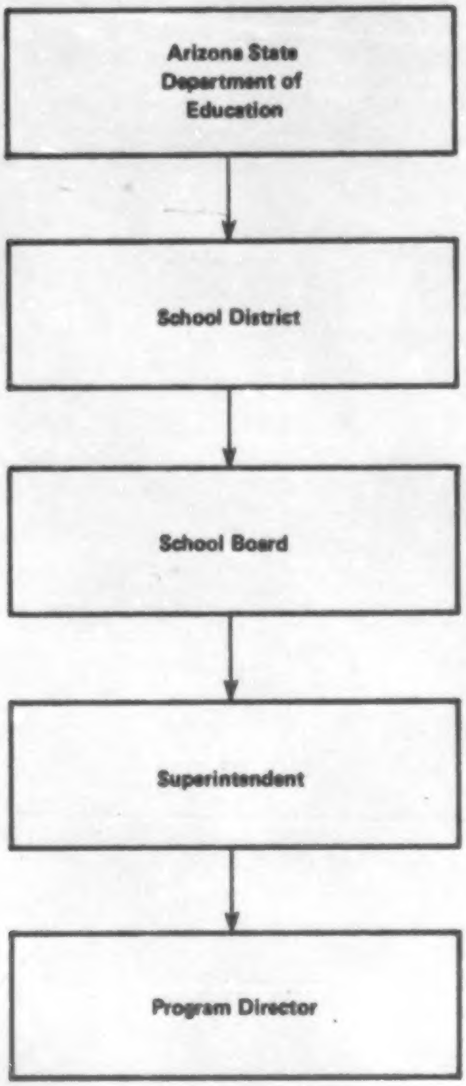
Parental permission is required before student participation is allowed. Once in the program, the students' parents receive progress reports. Occasionally, the services of an interpreter, a local Apache Indian, are necessary and effective in this area of program activity.

Diagnostic testing and vocational assessment are used to determine the extent and naure of the students' mental and/or physical handicap. Once this has been determined, an individual vocational education plan (IVEP) for each handicapped student is developed. Depending on the IVEP content, the individual's training may involve: (1) mainstream classes, (2) special education classes, (3) therapy sessions (physical, psychological or recreational), and (4) appropriate work experience.

The work experience (local part-time employment) task requirements are coordinated with student performance ability. CETA and Johnson O'Malley funds are used as incentive pay during this portion of the program. In some cases, incentive pay continues during the summer months. Some students are placed in the school's vocational shops for work experience. Close communication and cooperation is maintained with the responsible employer or instructor during this phase of training.

The administrative staff of the program consists of the project director and the school district's head of special education. The director has the major responsibility. Mainstream, special education, and vocational shop instructors possess or otherwise meet state certification requirements.

ORGANIZATIONAL CHART


Arizona State Department of Education
School District
School Board
Superintendent
Program Director

Funding

The main funding sources of this program are Pub. L. 94-482 and Pub. L. 94-142. The incentive pay was mentioned earlier. Since the program is in a public school, the tribal authority has no official capacity involvement; however, they endorse and support the program. This is exemplified by their cooperation in providing access to a mobile vocational assessment trailer which is available on a regularly scheduled three week loan basis. In addition, the school board has ample tribal representation.

Evaluation

Student progress is evaluated on a nine week semester basis and each spring a retest is administered. Program evaluation and student follow-up began during the summer of 1979. This was done by locating graduates and investigating their current job stability.

Future Plans

A new high school is now under construction and will include improved and expanded facilities for the program. A sheltered workshop has been proposed by the White Mountain Apache Tribe. Acquisition of more vocatioinal assessment materials is planned.

Documents Produced by the Program

- Goals/Needs Statement/Program Goal Description
- Vocational Preparation Classes.

GOAL/NEEDS STATEMENT/PROGRAM GOAL DESCRIPTION

GOAL 1.0

To provide vocational instruction which is designed upon its completion to prepare individuals for employment in a special occupation or a cluster of closely related occupations in an occupational field, and which is especially and particularly suited to the needs of those engaged in or preparing to engage in such occupation or occupations. (45 CFT Part 104.512)

Needs Statement

Based upon current Bureau of Indian Affairs Labor Force statistics (April 5, 1978) the total resident Indian population is 8134, 900 (combined men and women) are either physically or mentally disabled, retired or institutionalized. Hence, 31% of the total potential labor force, (16 years and older, total 2816), is disabled mentally, physically, etc. So it is safe to say that a sizeable target population exists within this reservation which could benefit by a vocational education program. Another telling statistic is that 105 students are currently in college, or 1.2% of the total school age student population. The statistic seems to indicate that a majority of the high school population is entering the local labor force rather than attending colleges or universities. (Refer to Appendix A.)

Vocational triaining for the physically and mentally handicapped high school students (present target population), attending Alchesay High School need this program maintained. Maintenance of the program is necessary because of the anticipated numbers of mentally and physically handicapped students seeking aide in the future for orientation to the realm of the local world of work. Also, the local customs dictate that often a handicapped member be socially and, very importantly, vocationally alienated. Hence, the handicapped student needs help in integrating into the labor force. The integration can take place when the student can be assessed in terms of vocational strengths and weaknesses (by VALPAR or PREP work samples), appropriate local job analysis for proper student work task match, community support (salaries provided by CETA and the Johnson O'Malley Act), hands-on experiences (by local employers), and constant instructional counseling and guidance. This vocational education and assessment program involved twenty-six students with one full-time vocational evaluator for FY–78-79. For FY–79-80 there has been scheduled forty-nine participants.

Program Goal Description

Each of the mentally and physically handicapped students at Alchesay High School who have been assigned to the vocational assessment program can realize some benefit—through classroom as well as actual local work experience. This vocational program is currently divided into two levels of in-class study. One level is geared to the vocational needs of the severely retarded which meets for one hour each day. The other level constitutes those students who have mental or physical disabilities but also participate in resource classes. By separating these groups, the instructional level can be set accordingly so that the student can be given a more individualized approach to he subject matter.

The class orientation portion of this program has and will continue to cover such areas as the filling out of applications taken from local employers, awareness of local jobs and entry level criteria with associated academic and physical demands, the budgeting of money (how to deposit money in the bank and keep a record of withdrawals), the necessity of a job, (how to get one and keep it), appropriate work behavior, consumer education (how to shop by catalogue, etc.) as well as basic reading and math skills appropriate to the in-class vocational task.

Vocational assessment has been currently provided by the VALPAR work sample component system (provided by the Navajo-Apache Career Guidance Center in Holbrook). The work samples are on a loan basis usually three weeks in duration. The school district has planned to purhcase the PREP, evaluation and assessment system so in-house assessment can be a continuous process without interruption as is currently the situation.

Each handicapped student is assessed in terms of measurable attributes such as: physical tolerance, reading levels, fine and gross motor skills, ability to follow simple to moderately difficult instruction, control of frustration levels, attentiveness to tasks, ability to work methodically and the ability to communicate with others as well as the instructor. Those students who illustrate strengths or weaknesses in these areas, can be matched with local work positions which the local job analysis suggests most suitable to the student's strengths.

Economic support to fund the handicapped student's salary comes from CETA and the Johnson O'Malley Act. The salary meets current minimum wage $2.90/hour. This money provides for the student both a positive incentive for the world of work as well as a tangible which ties in with actual classroom activities (e.g., budgeting of money, etc.).

The actual work experience can potentially draw upon such areas as the roads department, local shopping center (which includes a theater, restaurant, motel, post office, bank, hardware store, clothing stores and grocery store), saw mill, forestry service, trading posts, fish and game department, recreational enterprises, construction companies, school district, tribal operations and areas of public health (a new solar powered hospital is soon to open which will greatly expand this work area).

Transportation for the disabled students has always been a problem. However, this year a bus route has been developed by the school district for this program to accommodate this need. The net effect is that the student gets to work on time and the areas where employment exists are more accessible.

Monitoring and follow-up are the two most crucial areas of the program. Monitoring is a continuous effort in the form of counseling which involves a crisis intervention between the disabled student and his/her employer or teacher. The most common problem that arises between teacher and student is absenteeism. The method by which this situation is handled is through contingency contracting whereby the student enters a signed agreement with the teacher stating that he/she will not miss the class three consecutive days without an excuse or the result is a lost day of work for the student. The problems which arise between the student and employer usually involve adjustment to fellow employees, safety regulations and proper behavior while on task. These situations are handled through counseling with the participation of the employer when deemed necessary.

Follow-up and evaluation of the program will be instituted in the summer of 1979 where by each student graduating from the program will be assessed in terms of position held, potential for vertical movement within that job, and skills mastered for that job.

The latest proposed innovation by the White Mountain Apache Tribe which will aide this program is the construction of a sheltered workshop. This unit will be able to take those students who, by means of assessment, have been determined as not feasible for a local work station. In effect all students participating in this vocational program on all mental and physical disability levels can potentially become a producing part of the community, if this vocational assessment program is maintained.

Vocational Preparation Classes

8:55 – 9:50 Resource Students

(a) No outside employment unless 16 years of age

(b) Maximum of two credits per year

  (1) 1 credit for in-class study per year

  (2) 1 credit for OJT held during school hours, per year

9:55 – 10:50 Self Contained Students – (slower academically functioning advanced students, as well as possible freshmen and sophomore students)

(a) Freshmen and sophomore students will be limited to in-class experience only.

(b) Freshmen will be eligible only if they meet a 75% competence level on "Basic Skills" Test to be administered at the start of school.

(c) Students who are slower academically but who are juniors or Seniors are eligible to participate in the OJT program as well as in-class experience.

  (1) One credit for in-class study per year

  (2) One credit for OJT experience held during school hours per year.

10:55–11:55 Self Contained Students–(juniors and seniors only)

(a) Students who have completed the level one course (freshmen and sophomores or slower academic class) and are juniors and seniors.

(b) Each member will have OJT with a maximum of 2 hours work experience a day

  (1) Some students will possibly work during this class period while others will receive in-class instruction to be determined by the instructor and flexibility of schedule.

    (1a) Maximum of two credits total available

It is highly recommended that all vocational class scheduling done by the student's specific special education teacher be made in conjunction with or in consultation with the vocational evaluators recommendation contained in the student's I.V.E.P.

Program 7

HORTICULTURE TRAINING

Contact Information

Address: Horticulture Training Program
Cherokee Nation
P.O. Box 948
Tahlequah, Oklahoma 74464

Telephone: (918) 456-0671

Contact Person(s): Bob Hathaway, Program Director
Rebecca Smythe, Instructor
Allan Storhojann, Instructor

Purpose of Program

The intent of this program is to train tribal members for employment in the horticulture industry.

Program Operation

The training program facilities are located on tribal property adjacent to the Cherokee Tribal complex in Tahlequah, Oklahoma.

The training was designed to emphasize practical application in addition to theoretical aspects. Information presented in classroom instruction and experience gained in laboratory exercises are utilized daily in hands-on operation of the program's greenhouses, orchards, and truck gardens.

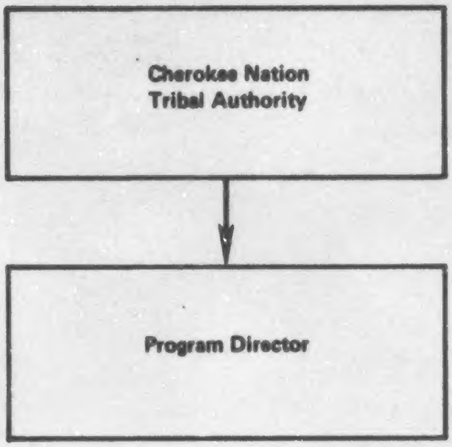
The initial class assisted in building the classroom/storage building, three greenhouses, established nursery stock plots, and have already planted and harvested several seasonal flower crops. The program is an actual year-round planting, growing, and harvesting operation. A flyer which advertised the training program and gave applicant eligibility requirements is included in document section.

The director and two instructors are highly qualified in horticulture science and have had prior experience. The most striking success aspect of this program is the ENTHUSIASM of the director and that which has been instilled in the instructors and students!

Funding

The Economic Development Act and Cherokee Nation are the primary funding sources of this program. Local CETA funds are used for participant maintenance while in the program.

ORGANIZATIONAL CHART


Cherokee Nation
Tribal Authority
Program Director

Evaluation

The basis of program evaluation will be on job placement and success of a planned tribal profit venture business.

Documents Produced by the Program

- Horticulture Training Program is Accepting Applicants

HORTICULTURAL TRAINING PROGRAM IS ACCEPTING APPLICANTS

The Department of Labor, Division of Indian and Native American Programs, Economic Stimulus Program, recently awarded a Horticulture training contract to the Cherokee Nation of Oklahoma.

Bob Hathaway, administrator/instructor of the program has developed an innovative approach to providing instruction that will encompass every aspect of orchard and nursery management. The major emphasis will be on teaching practical skills instead of the theoretical aspects of horticulture. There will be a close interaction between classroom instruction and actual practice, i.e., theories discussed in the classroom and laboratory exercises will be utilized daily.

Interested Indian people are encouraged to apply immediately because there are a limited number of slots available. Applicants must meet the following eligibility requirements:

(1) Be able to trace Indian ancestry to a Dawes Commission Roll Number.

(2) Be economically disadvantaged according to guidelines established by the Department of Labor; for example total annual income for a non-farm family of four cannot exceed $5,050; total income for a family of four whose income is derived solely from a farm cannot exceed $4,330.

(3) Must not have been on the Chrokee Nation CETA or Economic Stimulus Programs within the last two years.

(4) Must possess a valid Oklahoma Driver's License.

(5) Must possess a high school diploma, or equivalent education, i.e., employment or training experience.

(6) Must be in good health becasue the training program involves a considerable amount of labor.

(7) Must have a sincere desire to progess to a career in the nursery or orchard industry.

(8) Previous experience in horticulture is desirable.

Applicants will be paid the minimum wage ($2.90 per hour) for a forty-hour work week during the six month training period.